Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard (The full public comments for each grade level are contained in a separate spreadsheet.)	Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it	No comments			The decision was made by the Arizona Standards Development Committee in the 11/30/16 meeting, to change "read closely" to "read carefully" to avoid confusion with Close Reading as a practice in the classroom.	Read carefully to	Read carefully to determine what the text says explicitly and to make logical inferences from it.
R.2	Determine central ideas or themes of a text and analyze their development	No comments					
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	No comments					
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	No comments					
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	No comments					
R.6	Assess how point of view or purpose shapes the content and style of a text.	No comments					
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	No comments					
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	No comments					

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R.9		No comments					
	topics in order to build knowledge or to compare the						
	approaches the authors take.						
R.10	Read and comprehend complex literary and informational	No comments					
	texts independently and proficiently.						
W.1	Write arguments to support claims in an	No comments					
	analysis of substantive topics or texts, using						
	valid reasoning and relevant and sufficient						
	evidence.						
W.2	Write informative/explanatory texts to	No comments					
VV.Z	examine and convey complex ideas and	No comments					
	information clearly and accurately through the						
	effective selection, organization, and analysis						
	of content.						
W.3		No comments					
	experiences or events using effective						
	technique, well-chosen details, and well-						
	structured event sequences.						
W.4		No comments					
	the development, organization, and style are						
	appropriate to task, purpose, and audience.						
147.5	Davids and show the mountains as mooded by	NI					
W.5	,	No comments					
	planning, revising, editing, rewriting, or trying a new approach.						
W.6		No comments					
W.0	produce and publish writing and to interact	140 comments					
	and collaborate with others.						
W.7	Conduct short as well as more sustained	No comments					
	research projects based on focused questions,						
	demonstrating understanding of the subject						
	under investigation.						
W.8	•	No comments					
	print and digital sources, assess the credibility						
	and accuracy of each source, and integrate the						
	information while avoiding plagiarism.						
W.9	Draw evidence from literary or informational	No comments					
۷۷.۶	texts to support analysis, reflection, and	TWO COMMINENTS					
	research.						
W.10	Write routinely over extended time frames	No comments					
	(time for research, reflection, and revision)						
	and shorter time frames						
	(a single sitting or a day or two) for a range of						
	tasks, purposes, and audiences.						
SL.1	Prepare for and participate effectively in a	No comments					
	range of conversations and collaborations with						
	diverse partners, building on others'						
	ideas and expressing their own clearly and						
	persuasively			<u> </u>		l	

				ı
SL.2	in diverse media and formats, including	comments		
	visually, quantitatively, and orally.			
SL.3		comments		
	and use of evidence and rhetoric.			
SL.4	, 3, 11 3	comments		
	evidence such that listeners can follow the line			
	of reasoning and the organization, development, and style are appropriate to			
	task, purpose, and audience.			
SL.5	Make strategic use of digital media and visual	comments		
	displays of data to express information and			
	enhance understanding of presentations.			
SL.6	Adapt speech to a variety of contexts and	comments		
	communicative tasks, demonstrating			
	command of formal English when indicated or appropriate.			
L.1		comments		
	Standard English grammar and usage when			
L.3	writing or speaking. Apply knowledge of language to understand	comments		
2.0	how language functions in different contexts,			
	to make effective choices for meaning or style,			
	and to comprehend more fully when reading			
	or listening.			
L.2		comments		
	Standard English capitalization, punctuation, and spelling when writing.			
L.4		comments		
	and multiple-meaning words and phrases by			
	using context clues, analyzing meaningful			
	word parts, and consulting general and specialized reference materials, as			
	annronriate			
L.5	Demonstrate understanding of figurative	comments		
	language, word relationships, and nuances in word meanings.			
L.6		comments		
	academic and domain-specific words and			
	phrases sufficient for reading, writing,			
	speaking, and listening at the college and career readiness level; demonstrate			
	independence in gathering vocabulary			
	knowledge when encountering an unknown			
	term important to comprehension or			
<u></u>	overession	<u> </u>	<u> </u>	

Kindergarten

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard	Refinement from Public Comment that Resulted in a Change to a	Final ELA Standard (*Standards in red changed from the initial draft.)
	andards for Literature						
Key Ideas	and Details						
K.RL.1	With prompting and support, ask and answer questions about key details in a text.	No comments					With prompting and support, ask and answer questions about key details in a text.
K.RL.2	With prompting and support, retell familiar stories, including key details.	No comments					With prompting and support, retell familiar stories, including key details.
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.	No comments					With prompting and support, identify characters, settings, and major events in a story.
Craft and S	Structure						
K.RL.4	With prompting and support, ask and answer questions about unknown words in a text.	No comments					With prompting and support, ask and answer questions about unknown words in a text.
K.RL.5	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.	No comments					Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	No comments					With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration	n of Knowledge and Ideas						
K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	No comments					With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K.RL.8	(Not applicable to literature)	No comments					(Not applicable to literature)
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.						With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of R	Reading and Level of Text Complexity						
K.RL.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	1. Achieve - The addition of "with prompting and support" provides a scaffold for emergent readers.	No revision necessary	Comment in support of standards			With prompting and support, actively engage in group reading activities with purpose and understanding.
Reading St	andards for Informational Text						
Key Ideas	and Details						
K.RI.1	With prompting and support, ask and answer questions about key details in a text.	No comments					With prompting and support, ask and answer questions about key details in a text.
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.	No comments					With prompting and support, identify the main topic and retell key details of a text.

K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	No comments				With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and	Structure					
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.	No comments				With prompting and support, ask and answer questions about unknown words in a text.
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	No comments				Recognize common types of informational text; identify the front cover, back cover, and title page of a book.
K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	No comments				With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration	on of Knowledge and Ideas					
K.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	No comments				With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	No comments				With prompting and support, identify the reasons an author gives to support points in a text.
K.RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	No comments				With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of	Reading and Level of Text Complexity					
K.RI.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	Achieve - The addition of "with prompting and support" provides a scaffold for emergent readers.	No revision necessary	Comment in support of standards		With prompting and support, actively engage in group reading activities with purpose and understanding.
Reading S	Standards: Foundational Skills					
Print Con	cepts					

c. Identify that a sentence is made up of a group of words. group of words. d. Recognize the difference between a word. E. Understand the are seperated by Achieve's words. word. E. Indicator b. Work group reflected on are seperated by Achieve's printed word.	te is made up of a group of a gro
e. Recognize and name all upper and lowercase letters of the alphabet. f. Recognize and name all upper and lowercase letters of the alphabet. f. Recognize and name all upper and letters of the alphabet.	l upper and lowercase
Phonological Awareness Phonological Awareness	
the five major vowels. b. Recognize and produce rhyming words. c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend and segment onsets and rimes of single-syllable to form one-syllable words (e.g., /m / a/ /n/). d. Isolate and pronounce the initial, medial vowel (long and short vowels) and final sounds (phonemes) in three-phoneme words. "(This does not include CVCs (Consonent-Vowel-Consonent) ending with ///, /f/, or /k/) e. Manipulation of phonemes-add, substitute, and delete individual phonemes in simple, one-syllable words to make new words. standards. Consider omitting thre first phrase, in order to make the standard more obviously about an observable student action. standards. Consider omitting the first phrase, in order to make the standard more obviously about an observable student action. However, at the 9/23/16 working group meeting, indicator a was changed from: a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels. Ito a. Identify and	ronemes). sounds (phonemes) in a see rhyming words. and, and segment syllables and segment onsets and poken words. Blend m one-syllable words (e.g., e the initial, medial vowel and final sounds oneme words. *(This does nant-Vowel-Consonant) s(/.) elete individual phonemes
Phonics and Word Recognition	

K.RF.3	Know and apply phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels. b. Decode regularly spelled closed syllable words. c. Read the 50 most common high-frequency words by sight from a research-based word list. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	However, B is different and has a different	No revision necessary	After discussion and review of B the language "decode" aligns with the standard " know and apply phonics and word analysis skills in decoding words."	Know and apply phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels. b. Decode regularly spelled closed syllable words. c. Read 50 common high-frequency words by sight from a research-based word list. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency					
K.RF.4	Read emergent-reader texts with purpose and understanding.	No comments			Read emergent-reader texts with purpose and understanding.
Writing St	andards				
Text Types	and Purposes				
K.W.1	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).				With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).
K.W.2	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	No comments			With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
K.W.3	With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	No comments			With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	and Distribution of Writing				
K.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	No comments			With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).

K.W.5	With guidance and support from adults,	No comments			With guidance and support from adults, respond
	respond to questions and suggestions from				to questions and suggestions from peers and add
	peers and add details to strengthen writing				details to strengthen writing as needed.
	as needed.				details to strengthen writing as needed.
	us necuca.				
K.W.6	With guidance and support from adults,	No comments			With guidance and support from adults, explore a
	explore a variety of digital tools to produce				variety of digital tools to produce and publish
	and publish writing, including in				writing, including in collaboration with peers.
	collaboration with peers.				
Research t	o Build and Present Knowledge				
K.W.7	. 8	No comments			With guidance and support from adults,
	participate in shared research and writing				participate in shared research and writing projects
	projects (e.g., explore a number of books by				(e.g., explore a number of books by a favorite
	a favorite author and express opinions				author and express opinions about them).
	about them)				
K.W.8	1 9	No comments			With guidance and support from adults, recall
	recall information from experiences or				information from experiences or gather
	gather information from provided sources				information from provided sources to answer a
	to answer a question.				question.
K.W.9	(Begins in grade 4)	No comments			(Begins in grade 4)
Range of V	Vriting				
K.W.10	(Begins in grade 3)	No comments			(Begins in grade 3)
Writing St	andards: Foundational Skills				
Sound-lett	er Basics and Handwriting				
K.WF.1	Demonstrate and apply handwriting skills.	1. Achieve: b this expectation is already	No revision	RF.1.e states	Demonstrate and apply handwriting skills.
	a. Match upper and lower case manuscript	included in k.RF.1.e	necessary	"recognize and	a. Match upper and lower case manuscript letters.
	letters.			name all upper and	b. Write upper and lower manuscript letters, with
	b. Write upper and lower manuscript			lowercase letter of	reference to a model.
	letters, with reference to a model.			the alphabet". It	c. Write left to right using appropriate spacing
	c. Write left to right using appropriate			does not include	between words.
	spacing between words.			the writing of the	
				letters.	

K.WF.2	Demonstrate and apply sound-letter concepts. a. Repeat multi-syllable words and pronounce the separate syllables. b. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters. c. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.	changed by the working group at the $9/23/16$ meeting. See the note in column E for the original wording of indicator a , which has been eliminated.)	necessary:	*NOTE: Achieve's notes refer to the standard as it appeared before it was revised on by the working group on 9/23/16. The draft standard that was reviewed by Achieve was: Demonstrate and apply sound-letter concepts. a. Repeat multisyllable words and pronounce the separate syllables. b. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters. c. Write the letters used to represent vowel phonemes and those used to		Demonstrate and apply sound-letter concepts. a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters. b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
Spelling				used to represent		

K.WF.3	Know and apply phonics and word and bais	1 Achieves Overall the content in this cuits of	Standard should	*NOTE: Indicator d	Don't add the	Standard Should	Know and apply phonics and word applying skills
K.WF.3	Know and apply phonics and word analysis	1. Achieve: Overall, the content in this suite of		was changed by the			Know and apply phonics and word analysis skills
		standards is	read: Write the	was changed by the working group at the	number to d. 20	Read, d only,	when encoding words.
		thoughtful and comprehensive.	20 most common	9/23/16 working group	most frequently	"Accurately write	a. Represent phonemes in simple words, using
	using letter-sound relationships.		high frequency	meeting.	used wordsthat is	grade-level	letter-sound relationships.
		(*The following comment by Achieve	words from a		curricula decision.		b. Write or select an initial or final consonant when
		pertained to the draft standard as it was	research-based	Prior to 9/23/16, the		as found in a	a medial vowel is provided.
		written prior to the 9/23/16, when it was	word list.	draft standard read:		research-based	c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC
	c. Spell VC (Vowel-Consonent) (e.g., at, in)	changed by the working group - see the note		d. Write the 20 most		word list.	(Consonant-Vowel-Consonant) (e.g., pet, mud)
		in column E.)		frequently used words		*see guidelines	words with short vowel sounds.
	(e.g., pet, mud) words with short vowel	2. Achieve: d Does it matter where the list		accurately, as found in a research-based list.		under Word Lists in	d. Accurately write grade-level appropriate words,
	sounds.	comes from? Could teachers use lists that are		a research-based list.		Glossary"	as found in a research-based word list.
	d. Write the 20 most frequently used words	slightly different?		After 9/23/16, the			(*See guidelines under Word Lists in the ELA
	accurately, as found in a research-based list.			standard has been			Glossary.)
	e. Attempt phonetic spelling of unknown			changed to read:			e. Attempt phonetic spelling of unknown words.
	words.			d. Write 20 frequently			
				used words accurately.			
				On 10/18: The			
				standard was reviewed and comments were			
				read. The number 20 is			
				based on			
				Moats/Adams			
				research. "Research-			
				based word list" was			
				added to clarify the			
				origin of the list. In			
				addition, the standard			
				was revised to use support and relate to			
				RF.3.c			
Speaking a	and Listening Standards						
Comprehe	ension and Collaboration						
K.SL.1	Participate in collaborative conversations	No comments					Participate in collaborative conversations with
	with diverse partners about kindergarten						diverse partners about kindergarten topics and
	topics and texts with peers and adults in						texts with peers and adults in small and larger
	small and larger groups.						groups.
	a. Follow agreed-upon rules for discussions						a. Follow agreed-upon rules for discussions (e.g.,
	(e.g., listening to others, taking turns						listening to others, taking turns speaking about the
	speaking about the topics and texts under						topics and texts under discussion).
	discussion).						b. Continue a conversation through multiple
	b. Continue a conversation through						exchanges.
	multiple exchanges.						
K.SL.2	Confirm understanding of a text read aloud	No comments					Confirm understanding of a text read aloud or
11.36.2	or information presented orally or through	The comments					information presented orally or through other
	other media by asking and answering						media by asking and answering questions about
	questions about key details and requesting						key details and requesting clarification if
	clarification if something is not understood.						something is not understood.
	ciarincation if something is not understood.						Something is not understood.
	•		•		•	*	•

K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	No comments			Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentat	ion of Knowledge and Ideas				
K.SL.4 K.SL.5	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Add drawings or other visual displays to descriptions as desired to provide	No comments No comments			Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.SL.6	additional detail. Speak audibly and express thoughts, feelings, and ideas clearly.	No comments			Speak audibly and express thoughts, feelings, and ideas clearly.
	Standards				
Convention	ons of Standard English				
K.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use frequently occurring nouns and verbs. b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.	1. Achieve: This is a very close match. A (from the 2010 standards), printing many upper and lowercase letters, is moved to reading foundational skills.	No revisions necessary	Comment in support of revision	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use frequently occurring nouns and verbs. b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.
K.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.	1. Achieve: This is a very close match. C and D (from the 2010 standards) were moved to writing foundational skills.	No revision necessary	Comment in support of revision	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.
Knowledg	ge of Language				
K.L.3	(Begins in grade 2)	No comments			(Begins in grade 2)
Vocabula	ry Acquisition and Use				

determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and affixes (e.g., -ed, -s, re-, un-, learning the verb to and depth in relation to development of the Language standards, they mostly follow the progression of language and vocabulary development of students in grades (Begins in developmental appropriateness of the Language standards, they mostly follow the progression of language and vocabulary development of students in grades (Begins in developmental appropriateness of the Language standards, they mostly follow the progression of language and vocabulary development of students in grades (Begins in developmental appropriateness of the Language (Begins in development of students in grades (Begins i	ased on Dr. ope's feedback, ne standard will e removed from ndergarten and ill begin at first rade where it is evelopmentally opropriate.	Begins in grade 1)
unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, limited). developmental appropriateness of the Language standards, they mostly follow the progression of language and vocabulary development of students in grades K-3. In kindergarten students are still adding words to their vocabulary at a rather rapid pace and have started applying the rules and conventions of the English language more accurately than before. Standard K.L. 4 states that kindergarten students should be able to "determine or clarify the meaning of unknown and multiple-meaning words and phrases". This may be outside the scope of some	ne standard will e removed from ndergarten and ill begin at first rade where it is evelopmentally	
phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, This may be outside the scope of some standards, they mostly follow the progression of language and vocabulary development of students in grades K-3. In kindergarten students are still adding words to their vocabulary at a rather rapid pace and have started applying the rules and conventions of the English language more accurately than before. Standards, they mostly follow the progression of language and vocabulary development of students in grades K-3. In kindergarten students are still adding words to their vocabulary at a rather rapid pace and have started applying the rules and conventions of the English language more accurately than before. Standards, they mostly follow the progression of language and vocabulary development of students in kind words to their vocabulary at a rather rapid pace and have started applying the rules and conventions of the English language more accurately than before. Standard K.L. 4 states that kindergarten students should be able to "determine or clarify the meaning of unknown and multiple-meaning words and phrases". This may be outside the scope of some	e removed from ndergarten and ill begin at first rade where it is evelopmentally	
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a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, This may be outside the street at the table to "determine or clarify the meaning of unknown and multiple-meaning words and phrases".	ill begin at first rade where it is evelopmentally	
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b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, This may be outside the scope of some		
inflections and affixes (e.g., -ed, -s, re-, un-, This may be outside the scope of some		
This may be dataide the scope of some		
pre-, -ful, -less) as a clue to the meaning of kindergartener's developmental abilities. Kindergarten	1 1	
an unknown word. students might recognize that a word or phrase that		
contains multiple meaning words doesn't make sense		
or may be confused by a word that has multiple		
meanings but they may not be ready developmentally		
to truly understand that words that sound and look the		
same can actually mean different things. This is an		
important skill to introduce students to at this		
age/grade but they may not be ready to master it until		
first or second grade. The standards in the Language		
strand for grades 1-3 align with typical cognitive and		
language development nicely. The breadth and depth		
of the skills matches the typical development of		
vocabulary and language for students in these grade		
levels. For example, in second grade students are		
expected to "compare formal and informal uses of		
English". According to theories of language		
development this is around the time that students are		
learning the differences between formal and informal		
language and are beginning to speak to different		
people or groups of people using different language		
And language natterns (they speak to their peers more K.L.5 With guidance and support from adults, No comments		With guidance and support from adults, explore
explore word relationships and nuances in		word relationships and nuances in word meanings.
		-
word meanings.		a. Sort common objects into categories (e.g.,
a. Sort common objects into categories		shapes, foods) to gain a sense of the concepts the
(e.g., shapes, foods) to gain a sense of the		categories represent.
concepts the categories represent.	t	o. Demonstrate understanding of frequently
b. Demonstrate understanding of		occurring verbs and adjectives by relating them to
frequently occurring verbs and adjectives by		heir antonyms.
relating them to their opposites		. Identify real-life connections between words
(antonyms).		and their use (e.g., note places at school that are
c. Identify real-life connections between		colorful).
		•
words and their use (e.g., note places at		d. Distinguish shades of meaning among verbs
school that are colorful).		describing the same general action (e.g., walk,
d. Distinguish shades of meaning among		march, strut, prance) by acting out the meanings.
K.L.6 Use words and phrases acquired through No comments		Jse words and phrases acquired through
conversations, reading and being read to,		conversations, reading and being read to, and
and responding to texts.		responding to texts.

1st Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
	andards for Literature					
-	and Details					
1.RL.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	•	No revision necessary	Comment does not require an action		Ask and answer questions such as who, what, where, why, when, and how about key details in a text.
1.RL.2	Retell stories including key details and demonstrate understanding of their main idea, central message, or lesson.	1. Achieve: Inclusion of main idea adds an additional focus for the text, even though main idea is usually reserved for informational texts.	No revision necessary	Comment supports revision		Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.
1.RL.3	Describe characters, settings, and major events in a story, using key details.	No comments				Describe characters, settings, and major events in a story, using key details.
Craft and S	tructure					
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	No comments				Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	No comments				Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
1.RL.6	Identify who is telling the story at various points in a text.	No comments				Identify who is telling the story at various points in a text.
Integration	of Knowledge and Ideas					
1.RL.7	describe its characters, setting, or events.	No comments				Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.8		No comments				(Not applicable to literature)
1.RL.9	experiences of characters in stories.	No comments				Compare and contrast the adventures and experiences of characters in stories.
Range of R	eading and Level of Text Complexity					
1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	No comments				With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading St	andards for Informational Text					
Key Ideas	and Details					

1.RI.1	Ask and answer questions such as who, what,	1. Achieve: Providing	No revision	Comment supports		Ask and answer questions such as who, what, where,
1.KI.1	where, why, and how about key details in a text.	_		revision		why, and how about key details in a text.
		the standard.				
1.RI.2	Identify the main topic and retell key details of a text.	No comments				Identify the main topic and retell key details of a text.
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.	No comments				Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.
Craft and	Structure					
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	No comments				Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	No comments				Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	No comments				Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integratio	n of Knowledge and Ideas					
1.RI.7	Use the illustrations and details in a text to	No comments				Use the illustrations and details in a text to describe its
1.RI.8	describe its key ideas. Identify the reasons an author gives to support points in a text.	No comments				key ideas. Identify the reasons an author gives to support points in a text.
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	No comments				Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of F	Reading and Level of Text Complexity					
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.	1. Achieve: The definitions of informational texts deliberately include history/social, science, and technical texts. This is a strong focus for the RI standard.	No revision necessary	Comment supports revision		With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.
	tandards: Foundational Skills					
Print Conc				_		
1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).	1. Achieve: This is a very close match to the 2010 standard.	No revision necessary	Comment requires no action		Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).

Phonologi	ical Awareness					
1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. e. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/). f. Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., bl, st, tr).	positives and things to note. The explanation of individual phonemes will support teachers and F is appropriate for grade 1. However, some confusion will result with the word "original." It is not clear what "original" intends to mean, and will	rhyming words using a variety of phonograms The word "original" was removed. Standard G should read: "Add,	*NOTE: Indicator g was added by the working group at the 9/23/16 working group meeting. Work group agreed with Achieve and removed the term "Original" and changed g to reflects comments in standard K.RF.2.		Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. e. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/). f. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/). g. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.
Phonics a	nd Word Recognition					
Fluency 1.RF.4	Know and apply phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. d. Recognize and apply all six syllable types when decoding grade level texts. e. Read words with inflectional endings. f. Recognize and read grade-appropriate	is an ok addition, but	necessary	The previous standard was reviewed again. The current academic langauge of six syllable types is used to provide consistency across grade levels. The use of the this term includes the previous standard to which Achieve		Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. d. Recognize and apply all six syllable types when decoding grade level texts. e. Read words with inflectional endings. f. Recognize and read grade-appropriate irregularly conclud words. Read with sufficient accuracy and fluency to support comprehension.
Writing St	 a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as 					a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Text Type:	s and Purposes					
1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.					Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	No comments			Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	No comments			Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production					
1.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	No comments			With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	No comments			With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	No comments			With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research	to Build and Present Knowledge				
1.W.7		No comments			With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	No comments			With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.W.9	(Begins in grade 4)	No comments			(Begins in grade 4)
Range of	Writing				
1.W.10	(Begins in grade 3)	No comments			(Begins in grade 3)
Writing St	tandards: Foundational Skills				
Sound-let	tter Basics and Handwriting				

1.WF.1	Demonstrate and apply handwriting skills. a. Write upper and lower case manuscript alphabet from memory using correct letter formation. b. Write common grapheme (letter or letter group) for each phoneme. c. Write with appropriate spacing between letters and words.	1. Achieve: This suite of standards is a strong addition to the writing foundations.	No revision necessary	Comment in support of revision		Demonstrate and apply handwriting skills. a. Write upper and lower case manuscript alphabet from memory using correct letter formation. b. Write common grapheme (letter or letter group) for each phoneme. c. Write with appropriate spacing between letters and words.
1.WF.2	Demonstrate and apply sound-letter concepts. a. Orally segment the phonemes in any single-syllable, spoken word. b. Demonstrate and understand that each syllable is organized around a vowel sound.	1. Dr. Abercrombie: The standards 1.WF.2 seem to overlap with 1.RF.2 how are the Phonological Awareness standards different than the oral language standards mentioned in grade 1 Writing Foundations?	The indicators will remain in the standard because spelling begins at the sound level. Students recognize the nuances in sounds and that every syllable has a vowel sound. While the Phonological Awareness standard and the Writing Foundation standards are somewhat similar, this is done purposely because the skills are taught concurrently. Students' understanding of letter-sound correspondences need to be in place before students can spell with accuracy. As this standard progresses to second			Demonstrate and apply sound-letter concepts when writing. a. Orally segment the phonemes in any single-syllable, spoken word. b. Demonstrate and understand that each syllable is organized around a vowel sound.
Spelling						

1.WF.3	Know and apply phonics and word analysis skills	1 Achieves This standard	Standard chauld	1. Achieve	I am enthusiastic about	Standard Should Boad	Know and apply phonics and word analysis skills when
1.001.3	Know and apply phonics and word analysis skills						Know and apply phonics and word analysis skills when
	l			Comment:		D only "Spell grade-	encoding words.
	I	=	the standard until b.	Requires no action	l: -	level appropriate	a. Spell common, regular, single-syllable words using:
	_	grade 1.	B should read "With	2. In response to		words in English as	1. Short vowels and single consonants.
	1. Short vowels and single consonants.	2. Du. Alaguaga malais. The		•	some spelling standards	found in a research-	2. Consonant graphemes including qu, x, and -ck;
	2. Consonant graphemes including qu, x, and -			Dr. Abercrombie	suggest the use of only	based list, including:	digraphs (e.g., thin, shop, when, much, sing); and doubled
			level words with	"With prompting	certain programs that	1. Irregular words	letters (e.g., off, will, mess).
	. =	I have regarding this	inflectional endings:		match the progression	(e.g., said, what, are,	3. Initial and final consonant blends (e.g., must, slab,
		section is the Spelling		added to address		they, was).	plump).
		standards for grades 1	Indicator c should	the cognitive	scopes and sequences	2. Pattern based	4. Long vowel patterns spelled correctly, including VCe
		and 2 are much more	read: "With	demand." "On-	vary beyond basic agreed		(Vowel-Consonant-silent e) (e.g., came, like), common
	,, ,,	complex in terms of	prompting and		upon progressions and	for, in, by, like).	vowel teams (e.g., boat, play, wait, see, team, right), and
	1	_	support spell on-		there is no research that		open syllables (e.g., go, cry).
		compared to the reading			supports one particular	Word Lists in	5. Vowel-r combinations, including er, ar, or (e.g., car,
	[, o.o., ,,		words."	of expectation.	l' - '	Glossary"	her, stir, for, burn).
	1	sections (the				Standard should read:	
		kindergarten standards			be reviewed and limited	c 2. Common	b. With prompting and support, spell on-level words with
		seem well aligned).			to basic, widely agreed	compound words (e.g.	
	_	Decoding is a simpler			upon progressions.	hotdog, mailbox).	1. Verbs with -ing, -ed, -s, and no change in the base
	1. Verbs with -ing, -ed, -s and no change in the	cognitive task compared				Standard should read:	word (e.g., snowed, playing, jumps).
		to encoding, therefore				b3. Adjectives with -	2. Nouns with -s, -es, and no change to the base word
	_	grammatical complexity				er, -est, and no	(e.g., rugs, kisses).
	base word (e.g., rugs, kisses).	should first be				change to the base	3. Adjectives with -er, -est, and no change to the base
	3. Adjectives with -er, -est and no change to	introduced in the				word (e.g. slower,	word (e.g. slower, slowest).
	the base word (e.g., slower).	reading standards, not in				slowest).	
		the writing standards.					c. With prompting and support, spell on-level two-syllable
	c. Spell two-syllable words, including:						words, including:
	1. Words that end in -y or -ly (e.g., smelly,	In addition, standard					1. Words that end in -y or -ly (e.g., smelly, gladly).
	gladly).	1.WF.3 , sections a, b,					2. Common compound words (e.g., hotdog, mailbox).
	2. Common compound words (e.g., hotdog).	and c, all specify very					3. Words with two closed syllables (e.g., rabbit, wagon).
Speaking a	nd Listening Standards						
Comprehe	nsion and Collaboration						
1.SL.1	Participate in collaborative conversations with	No comments					Participate in collaborative conversations with diverse
	diverse partners about grade 1 topics and texts						partners about grade 1 topics and texts with peers and
	with peers and adults in small and larger groups.						adults in small and larger groups.
	a. Follow agreed-upon rules for discussions (e.g.,						a. Follow agreed-upon rules for discussions (e.g., listening
	listening to others with care, speaking one at a						to others with care, speaking one at a time about the
	time about the topics and texts under						topics and texts under discussion).
	discussion).						b. Build on others' talk in conversations by responding to
	b. Build on others' talk in conversations by						the comments of others through multiple exchanges.
	responding to the comments of others through						c. Ask questions to clear up any confusion about the
	multiple exchanges.						topics and texts under discussion.
	c. Ask questions to clear up any confusion about						topics and texts under discussion.
1.SL.2	Ask and answer questions about key details in a	No comments					Ask and answer questions about key details in a text read
	text read aloud or information presented orally						aloud or information presented orally or through other
	or through other media.						media.
4.61.3	Ash and an arrange are still at the state of	Nananana					Ash and account marking all the state of the
1.SL.3	Ask and answer questions about what a speaker	No comments					Ask and answer questions about what a speaker says in
	says in order to gather additional information or						order to gather additional information or clarify
	clarify something that is not understood.						something that is not understood.

Presentati	on of Knowledge and Ideas					
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	No comments				Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	No comments				Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	No comments				Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
Language	Standards					
Conventio	ns of Standard English					
1.L.1	writing or speaking. a. Use common, proper, and possessive nouns.	A (from the 2010 standards) was moved to writing foundational standard	No revision necessary	Comment does not require an action		Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.). c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions (e.g., and, but, or, so, because). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., during, beyond, toward). i. Produce and expand complete simple and compound sentences. j. In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences. k. Write multiple sentences in an order that supports a main idea or story.
1.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.	1. Achieve: Substandards D and E (from the 2010 standards) were moved to writing foundational standards and expanded upon.	No revision necessary	Comment does not require an action		Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.
Knowledg	e of Language					

1.L.3	(Begins in grade 2)	No comments				(Begins in grade 2)
Vocabular	y Acquisition and Use					
Vocabular 1.L.4	With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word.	grade level, students are advised to draw from certain strategies to determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning	With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use frequently occurring affixes as a clue to the meaning of a word.	Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee in the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word. The indicator is not being removed completely because, according to Hibbard (2009), context clue		With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content choosing flexibly from an array of strategies. a. Use frequently occurring affixes as a clue to the meaning of a word. b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). c. Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance,	and speaking vocabularies are developed in other wavs. No comments	sentence-level context as a clue to No revision necessary	instruction was found to improve Comment does not require an action		With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verb differing in manner (e.g.look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large,
1.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	No comments	No revision necessary	Comment does not require an action		Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signa simple relationships (e.g., because).

2nd Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard	Refinement from Public Comment that Resulted in a Change to	Final ELA Standard (*Standards in red changed from the initial draft.)
	dards for Literature						
2.RL.1		No comments					Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	No comments					Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.RL.3	Describe how characters in a story respond to major events and challenges.	No comments					Describe how characters in a story respond to major events and challenges.
Craft and Str	ucture						
2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	No comments					Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.
2.RL.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	No comments					Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	No comments					Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration o	f Knowledge and Ideas						
2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	No comments					Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.8	(Not applicable to literature)	No comments					(Not applicable to literature)

2.RL.9	Compare and contrast the plot	1. Achieve: The standard was	The standard should read,	Agree with the feedback from Achieve The	Compare and contrast the
2.112.3		narrowed to focus on comparing and		rationale is that this change is aligned with the horizontal	•
	from two or more versions of the	contrasting the plot of two versions of		and vertical progression and the developmental	characters and settings from two
	same story (e.g., Cinderella stories)		characters and settings	· · ·	or more versions of the same
	by different authors or from	the same story; however, this may be	from two or more versions	appropriateness of the standard. The introduction of	story by different authors or from
	different cultures.	difficult to achieve. Is plot defined as	of the same story by	plot is introduced in 2nd grade in 2.RL.7. The comparing	different cultures.
		the five elements (exposition, rising	different authors or from	and contrasting of plot is more aligned to the	
		action, climax, falling action,		expectations of 3rd grade standards.	
		resolution), or is plot also expanded to	different cultures".		
		include information about character			
		and setting? If plot is defined as the 5			
		elements, as written, it may be hard to			
		find contrasting elements. Many			
		versions of the same story follow the			
		same plot, but differ in their setting,			
		character, dialogue, etc.			
Range of Reading	g and Level of Text Complexity				
2.RL.10	By the end of the year, proficiently	Achieve: There should be some	Based on the technical	Achieve: All comments a-c refer to the high or low end of the	By the end of the year,
2.111.10	1	indication that grade 2 texts are at the		text complexity band. The RL 10 standards have been revised to	
	and independently read and	low end of the text complexity band for	feedback from Stotsky,	state "By the end of the year, proficiently and independently	proficiently and independently
	comprehend literature, including	grades 2-3. Without clear guidance on	Pope, and Achieve: The	read and comprehend literature including stories, dramas, and	read and comprehend literature,
	stories, dramas, and poetry, in a	text complexity, this may be widely	brief definition for <i>Text</i>	poety, in a text complexity range determined by qualitative and	including stories, dramas, and
	text complexity range determined	misunderstood.	Complexity was removed	quantitative measures appropriate to grade" The revised RI	poetry, in a text complexity range
	by qualitative and quantitative		from the draft glossary. In	10 standard states "By the end of the year, proficiently and	determined by qualitative and
	measures appropriate to grade two.		its place was added an	independently read and comprehend informational texts and	quantitative measures
	lineasures appropriate to grade two.	include definitions of or some guidelines		nonfiction in a text complexity range determined by qualitative	·
		as to what qualifies as reading	expanded document that	and quantitative measures appropriate to grade" Thus, there	appropriate to grade two.
			defines text complexity,	is a range embedded in the new standard allowing	
		"proficiency" and what reading	text difficulty, quantitative	educators/local education agencies to choose the range	
		"independently" means. Both of these	measures, and qualitative	appropriate for their students and meet their needs.	
		terms are used in the Range of Reading	measures. This section	Additionally, an expanded explanation of text complexity and	
		and Level of Text Complexity cluster of	further explains what it	related terms is included in the glossary.	
		standards in the Reading Standards for	·		
		Literature strand without any kind of	means to read	2. Elizabeth Pope: The terms "proficiently" and "independently"	
		clear definition of what proficiency and	"independently" and	are expanded upon in the Text Complexity section that was	
		independence look like.	"proficiently". Additionally,	added to the ELA Glossary, which will help to guide educators	
		2 Do Chatalou Tha dooft at a dauda da	this new section of the	when applying the standard.	
		3. Dr. Stotsky: The draft standards do	glossary provides guidance	3. Dr. Stotsky: The newly phrased text complexity standards	
			on how to use qualitiative	provide clarification that educators are to use quantitative and	
		reading difficulty desired-at any grade.		qualitative measures to determine whether a text is	
				approrpriately complex for a specific grade-level. The newly	
		"qualitative and quantitative measures	to determine text	expanded text complexity section in the glossary defines these	
		appropriate to the grade" are of little	complexity and the	terms and explains how to employ them together to determine	
		use. How would new teachers,	appropriateness of a text	text complexity. The newly phrased standards and the new text	
		especially, know what is appropriate to	for a grade-level.	complexity section of the glossary will provide guidance to	
		the grade? Most teachers don't have	1	educators while empowering schools and districts to make	
		time to apply quantitative measures to		informed text selections for their students.	
		every text they want to consider. Nor			
		will a coherent curriculum result from		4. Response to public comments calling for the addition of	
		the use of such measures.		"reader and task considerations" to the standards: Reader and	
				task considerations are part of the qualitative measures in	
				instructional decision-making process and are included in the	
Reading Standar	ds for Informational Text			newly revised glossary addition of text complexity	
_					
Key Ideas and De	etails				

r	<u> </u>	T	ı	T	 T
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	No comments			Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RI.2	Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within the text.	No comments			Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2.RI.3	series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	second grade students, because it requires flexible use of seriation, which is a cognitive skill that is just emerging by age 7. I suggest adding "With prompting and	Agree with Dr. Abercrombie. The standard should read, "With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text."	Developmental appropriateness	With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Str	ucture				
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	No comments			Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	No comments			Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	No comments			Identify the main purpose of a text, including what the author wants to answer, explain, or
Integration of	of Knowledge and Ideas				
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	No comments			Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2.RI.8	Describe how reasons support specific points the author makes in a text.	No comments			Describe how reasons support specific points the author makes in a text.
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.	No comments			Compare and contrast the most important points presented by two texts on the same topic.
Range of Rea	ading and Level of Text Complexity				
. 0	, , , , , , , , , , , , , , , , , , , ,				

2.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two measures appropriate to grade two	1. Achieve: There should be some indication that grade 2 texts are at the low end of the text complexity band for grades 2-3. Without clear guidance on text complexity, this may be widely misunderstood. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for <i>Text Complexity</i> was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the	poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade" The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade" Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. 2. Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.
Phonics and Word Recognition				

2.RF.3	Know and apply phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and apply all six syllable types to decode appropriate gradelevel text. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	1. Achieve: The inclusion of the six syllable types is a good one.	Requires no action		Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and apply all six syllable types to decode appropriate grade-level text. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency					
2.RF.4	Read with sufficient accuracy and	No comments			Read with sufficient accuracy and
	fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No comments			fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standar					
Text Types and	-				
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.				Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

2.W.2	Write informative/explanatory texts	No comments			Write informative/explanatory
	in which they introduce a topic, use				texts in which they introduce a
	facts and definitions to develop				topic, use facts and definitions to
	points, and provide a concluding				develop points, and provide a
	statement or section.				concluding statement or section.
2.W.3	Write narratives in which they	No comments			Write narratives in which they
	recount a well-elaborated event or				recount a well-elaborated event
	short sequence of events; include				or short sequence of events;
	details to describe actions,				include details to describe
	thoughts, and feelings; use				actions, thoughts, and feelings;
	temporal words to signal event				use temporal words to signal
	order and provide a sense of				event order and provide a sense of closure.
	closure.				of closure.
Production a 2.W.4	nd Distribution of Writing With guidance and support from	No comments			With guidance and support from
2.00.4	adults, produce writing in which the				adults, produce writing in which
	development and organization are				the development and
	appropriate to task and purpose.				organization are appropriate to
	(Grade-specific expectations for				task and purpose. (Grade-specific
	writing types are defined in				expectations for writing types are
	standards 1–3 above).				defined in standards 1–3 above).
2.W.5	With guidance and support from	No comments			With guidance and support from
	adults and peers, focus on a topic				adults and peers, focus on a topic
	and strengthen writing as needed				and strengthen writing as needed
	by revising and editing.				by revising and editing.
2.W.6		No comments			With guidance and support from
	adults, use a variety of digital tools				adults, use a variety of digital
	to produce and publish writing,				tools to produce and publish
	including in collaboration with				writing, including in collaboration
Posoarch to	peers. Build and Present Knowledge				with peers.
2.W.7		No comments			Participate in shared research and
,	writing projects (e.g., read a	TVO COMMENTS			writing projects (e.g., read a
	number of books on a single topic				number of books on a single topic
	to produce a report; record science				to produce a report; record
	observations).				science observations).
2.W.8	Recall information from	No comments			Recall information from
	experiences or gather information				experiences or gather information
	from provided sources to answer a				from provided sources to answer
	question.				a question.
2.W.9	(Begins in grade 4)	No comments			(Begins in grade 4)
Range of Wr					
2.W.10	(Begins in grade 3)	No comments			(Begins in grade 3)
	dards: Foundational Skills				
Sound-letter	Basics and Handwriting				

2.WF.1	c. Transcribe ideas legibly in manuscript with appropriate spacing.	2. Achieve: b As written, it is unclear exactly what this means. Does it mean that a student's composition is not hindered by the formation of letters, the actual physical practice of writing, or does it mean something else? 3. Dr. Abercrombie: The second grade standard for handwriting (2.WF.1) should more directly scaffold the skills needed to develop the skill to write in cursive in third grade, such as how students form manuscript letters and the clarity and form of the letters, skills needed for cursive writing. This was more clearly outlined in the first grade WF standards, but the second grade standards don't seem to build	Achieve b: The standard should read, "Demonstrate and apply handwriting skills. a. Write legibly in manuscript using correct letter formation. b. Transcribe ideas in manuscript with	Alignment with 1st and 3rd grade writing foundations. In order to properly scaffold cursive writing in 3rd grade, 2nd grade students need to write in manuscript with automaticity, proper formation, and spacing.	Demonstrate and apply handwriting skills. a. Write legibly in manuscript using correct letter formation. b. Transcribe ideas in manuscript with automaticity and proper spacing.
2.WF.2 Spelling	Demonstrate and apply sound-letter concepts. a. Write the most common graphemes (letters or letter groups) for each phoneme. For example: 1. Consonants: /s/= s, ss, ce, ci, cy /f/= f, ff, ph /k/= c, k, ck 2. Vowels: /o/= o, o_e, oa, ow (long o) /a/=a, a_e, ai, ay, eigh (long a)		non-actionable		Demonstrate and apply sound-letter concepts. a. Write the most common graphemes (letters or letter groups) for each phoneme. For example: 1. Consonants: /s/= s, ss, ce, ci, cy /f/= f, ff, ph /k/= c, k, ck 2. Vowels: /o/= o, o_e, oa, ow (long o) /a/= a, a_e, ai, ay, eigh (long a)

Know and apply phonics and word analysis skills when encoding words. a. Spell regular, single-syllable words that include: 1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge). 2. Complex consonant blends (e.g., scr, str, squ). 3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue). 4. Vowel-r combinations (e.g., turn, star, third, four, for). 5. Contractions (e.g., we'll, I'm, they've, don't). 6. Homophones (e.g., bear, bare; past, passed). 7. Plurals and possessives (e.g., its, it's). b. Spell two- and three-syllable words that: 1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonent-Vowel-silent e) syllables (e.g., compete, robot, violet, understand). 2. Include familiar compound words (e.g., houseboat, yellowtail). 3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, less). c. Spell words with suffixes that require: 1. Consonant doubling (e.g., running, slipped). 2. Dropping silent e (e.g., smiled, paving). 3. Changing y to i (e.g., cried). d. Spell the 200 most often used words in English, a found in a research-based list, including: 1. Irregular words (e.g., against, many, enough, does). 2. Pattern-based words (e.g., which, kind, have).	standards in other sections (the kindergarten standards seem well aligned). Decoding is a simpler cognitive task compared to encoding, therefore grammatical complexity should first be introduced in the reading standards, not in the writing standards. Finally, the grain size of the detail offered in these standards seems	Abercrombie The standard should read, "Know and apply phonics and word analysis skills when encoding words. a. Spell on-level, regular, single-syllable words that include: 1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge). 2. Complex consonant blends (e.g., scr, str, squ). 3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue). 4. Vowel-r combinations (e.g., turn, star, third, four, for). 5. Contractions (e.g., we'll, I'm, they've, don't). 6. Homophones (e.g., bear, bare; past, passed). 7. Plurals and possessives (e.g., its, it's). b. With prompting and support, spell two- and three-syllable words that: 1. Combine closed, open, vowel	Both 1st and 2nd grade teams agreed that on-level needed to be added in 1.WF.a and 2.WF.a to address the concern of cognitive demand. "With prompting and support" was added to 2.WF.b and 2.WF.c to address the need for teacher support for 2 and 3 syllable words as well as words with suffixes. This aligns with the 3.WF.1.	I am enthusiastic about articulating spelling progressions but believe that the specificity of some spelling standards suggest the use of only certain programs that match the progression outlined. As you know, scopes and sequences vary beyond basic agreed upon progressions and there is no research that supports one particular program. I am hopeful that these standards can be reviewed and limited to basic, widely agreed upon progressions.	Standard Should Read d. only: "Spell grade-level appropriate words in English, as found in a research-based list, including: 1. Irregular words (e.g., against, many, enough, does). 2. Pattern- based words (e.g., which, kind, have). *see guidelines under Word Lists in Glossary" Standard should read: c3. "changing y to i (e.g. cried, babies).	Know and apply phonics and word analysis skills when encoding words. a. Spell on-level, regular, single-syllable words that include: 1. Position-based patterns (e.g., ch, -tch; k, -ck; ge, -dge). 2. Complex consonant blends (e.g., scr, str, squ). 3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue). 4. Vowel-r combinations (e.g., turn, star, third, four, for). 5. Contractions (e.g., we'll, l'm, they've, don't). 6. Homophones (e.g., bear, bare; past, passed). 7. Plurals and possessives (e.g., its, it's). b. With prompting and support, spell two- and three-syllable words that: 1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand). 2. Include familiar compound words (e.g., houseboat, yellowtail). 3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less). c. With prompting and support, spell words with suffixes that require: 1. Consonant doubling (e.g., running, slipped). 2. Dropping silent e (e.g., smiled, paving). 3. Changing y to i (e.g., cried, babies). d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including: 1. Irregular words (e.g., against, many, enough, does). 2. Pattern-based words (e.g., which, kind, have).
Comprehension and Collaboration						

T	T	T	T	1	ı	
2.SL.1		No comments				Participate in collaborative
	conversations with diverse partners					conversations with diverse
	about grade 2 topics and texts with					partners about grade 2 topics and
	peers and adults in small and larger					texts with peers and adults in
	groups.					small and larger groups.
	a. Follow agreed-upon rules for					a. Follow agreed-upon rules for
	discussions (e.g., gaining the floor in					discussions (e.g., gaining the floor
	respectful ways, listening to others					in respectful ways, listening to
	with care, speaking one at a time					others with care, speaking one at
	about the topics and texts under					a time about the topics and texts
	•					•
	discussion).					under discussion).
	b. Build on others' talk in					b. Build on others' talk in
	conversations by linking their					conversations by linking their
	comments to the remarks of others.					comments to the remarks of
	c. Ask for clarification and further					others.
	explanation as needed about the					c. Ask for clarification and further
	topics and texts under discussion.					explanation as needed about the
						topics and texts under discussion.
						·
2.SL.2	Recount or describe key ideas or	No comments				Recount or describe key ideas or
2.3L.2	details from a text read aloud or	INO COMMENTS				details from a text read aloud or
	information presented orally or					information presented orally or
	through other media.					through other media.
2.SL.3	Ask and answer questions about	No comments				Ask and answer questions about
	what a speaker says in order to					what a speaker says in order to
	clarify comprehension, gather					clarify comprehension, gather
	additional information, or deepen					additional information, or deepen
	understanding of a topic or issue.					understanding of a topic or issue.
	understanding of a topic of issue.					anderstanding of a topic of issue.
Presentation	of Knowledge and Ideas					
2.SL.4	Tell a story or recount an	No comments				Tell a story or recount an
	experience with appropriate facts					experience with appropriate facts
	and relevant, descriptive details,					and relevant, descriptive details,
	speaking audibly in coherent					speaking audibly in coherent
	sentences.					sentences.
2.SL.5	_	1. Dr. Abercrombie: I suggest	With proper scaffolding,			Create audio recordings of stories
	. ,	adding "with guidance and	this standard is approprate			or poems; add drawings or other
	visual displays to stories or recounts	1	for mastery by the end of			visual displays to stories or
	of experiences when appropriate to	standard, as the second graders	second grade.			recounts of experiences when
	clarify ideas, thoughts, and feelings.	are likely not able to create audio				appropriate to clarify ideas,
		recordings independently.				thoughts, and feelings.
2.SL.6	Produce complete sentences when	No comments				Produce complete sentences
	appropriate to task and situation in					when appropriate to task and
	order to provide requested detail or					situation in order to provide
						<u> </u>
	clarification. (See grade 2 Language					requested detail or clarification.
	standards 1 and 3 for specific					(See grade 2 Language standards
	expectations.)					1 and 3 for specific expectations.)
			ļ	l .	ļ	

Language Standards			
Conventions of Standard English			
2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!) g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so). h. Identify and use declarative, interrogative, imperative, and exclamatory sentences. i. With assistance, link sentences into a simple, cohesive paragraph that contains: main idea, supporting details, and conclusion.	non-actionable		Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!) g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so). h. Identify and use declarative, interrogative, imperative, and exclamatory sentences. i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.

2.L.2	Demonstrate command of the	1. Dr. Abercrombie: e Standards	1. The Working Group	T		Demonstrate command of the
Z.L.Z	conventions of Standard English	around using dictionaries and	agrees with feedback. The			conventions of Standard English
			standard will remain in the			capitalization, punctuation, and
	capitalization, punctuation, and	of words was moved to the WF				
	spelling when writing.		language strand for			spelling when writing.
	a. Capitalize holidays, product	section in 3rd grade, while it	consistency and alignment			a. Capitalize holidays, product
	names, and geographic names.	remained in the Language strand	in both 2nd and 3rd grade.			names, and geographic names.
	b. Use commas in greetings and	in grade 2.	(The standard will be			b. Use commas in greetings and
	closings of letters.		moved from WF to			closings of letters.
	c. Use an apostrophe to form	2. Dr. Stotsky - As for omissions, I	language in 3rd).			c. Use an apostrophe to form
	contractions and frequently	am surprised to see no specific				contractions and frequently
	occurring possessives.	1	2. In reflection of Dr.			occurring possessives.
	d. Generalize learned spelling	elementary students. In pre-	Stotky's comments, two			d. Generalize learned spelling
	patterns when writing words (e.g.,		standards relating to			patterns when writing words
	cage \rightarrow badge; boy \rightarrow boil).	standards, dictionary skills were to	dictionary skills have been			(e.g., cage \rightarrow badge; boy \rightarrow boil).
	e. Consult reference materials,	be taught in all elementary grades	added to the Writing			e. Consult reference materials,
	including beginning dictionaries, as	and were assessed on state tests	Foundations sub-strand.			including beginning dictionaries,
	needed to check and correct	for many years. Standards for	Additionally, Beginning in			as needed to check and correct
	spellings.	dictionary skills should be added.	2nd grade, there are 13			spellings.
			standards (1-2 per grade			
			level) that address the use			
			of dictionaries for			
			reference in regards to			
			spelling, word origins,			
			definitions,			
			pronounciation, and parts			
			of speech. *Dictionary			
			standards in the 2016			
			draft:			
			1. 2.L.2.e			
			2. 2.L.4.e			
Knowledge of	Language					
2.L.3	Use knowledge of language and its	No comments				Use knowledge of language and
	conventions when writing,					its conventions when writing,
	speaking, reading, or listening.					speaking, reading, or listening.
	a. Compare formal and informal					a. Compare formal and informal
	uses of English.					uses of English.
Vocabulary Ad	quisition and Use					
-		•				

2.L.4	Determine or clarify the meaning of	1. Dr. Stotsky: At every grade level,	1. Standard should read:	Based on Dr. Stotsky's feedback and feedback from the Arizona	Determine or clarify the meaning
	unknown and multiple-meaning	students are advised to draw from	Determine or clarify the meaning of	Standards Development Committee in the 11/30/16 meeting, the	of unknown and
	1	certain strategies to determine the	unknown and multiple-meaning	indicator for context clues will be moved from the first strategy to a	
	words and phrases based on grade	meaning of unfamiliar words. The first	words and phrases based on grade	placement that better indicates that it is one strategy, not the	multiple-meaning words and
	2 reading and content, choosing	strategy always recommended is to	2 reading and content, choosing	primary strategy, for determining the meaning of an unknown word.	phrases based on grade 2 reading
	flexibly from an array of strategies.	"use context clues." Not only should	flexibly from an array of strategies. a. Determine the meaning of the	The indicator is not being removed completely because, according	and content, choosing flexibly
	a. Use sentence-level context as a	this pedagogical strategy be stricken	new word formed when a known	to Hibbard (2009), context clue instruction was found to improve	from an array of strategies.
	clue to the meaning of a word or	from this document, it should not be	prefix is added to a known word	students' word learning strategies. Students that received six weeks	a. Determine the meaning of the
	phrase.	taught in education methods courses.	(e.g., happy/unhappy, tell/retell).	of explicit instruction in context clues were more able to effectively	new word formed when a known
	b. Determine the meaning of the	There is NO body of research to	b. Use a known root word as a clue	determine the meaning of unknown words than students that did	prefix is added to a known word
	new word formed when a known	· · · · · · · · · · · · · · · · · · ·	to the meaning of an unknown	not receive the instruction (Jensen, 2009). A multitude of words	(e.g., happy/unhappy, tell/retell).
		support it, and it doesn't make sense.	word with the same root (e.g.,	require specified syntactic and semantic contexts to assist learners	
	prefix is added to a known word	Nor id the National Reading Panel's	addition, additional).	to determine their meanings (Chilton & Ehri, 2015). According to	b. Use a known root word as a
	(e.g., happy/unhappy, tell/retell).	2000 report recommend this strategy.	individual words to predict the	research found in Appendix A (vocabulary instructional methods 4- 33) of the National Reading Panel (1999), students used context	clue to the meaning of an
	c. Use a known root word as a clue	In authentic writing, one usually does	meaning of compound words (e.g.,	clues embedded in paragraphs to help them learn meanings of	unknown word with the same
	to the meaning of an unknown	not find "clues" to the meaning of an	birdhouse, lighthouse, housefly;	unknown words. In contextual analysis, context clues are primarily	root (e.g., addition, additional).
	word with the same root (e.g.,	unfamiliar word. Strong reading,	bookshelf, notebook, bookmark).	used before reviewing words and definitions (NRP, 1999).This order	c. Use knowledge of the meaning
	addition, additional).	writing, and speaking vocabularies are	d. Use sentence-level context as a	and progression of word learning strategies in Appendix A of the	of individual words to predict the
	d. Use knowledge of the meaning of	developed in other ways.	clue to the meaning of a word or	National Reading Panel also supports the progression of using	meaning of compound words
			phrase.	contextual analysis, then word analysis (root words and prefixes)	
		2. Dr. Stotsky - As for omissions, I am	e. Use glossaries and beginning dictionaries, both print and digital,	and then reference materials as found in Language Standard 4	(e.g., birdhouse, lighthouse,
	meaning of compound words (e.g.,	surprised to see no specific dictionary	to determine or clarify the meaning	subcategories a through d. Research supports the presence of the indicator calling for the use of context as one clue to help determine	housefly; bookshelf, notebook,
	birdhouse, lighthouse, housefly;	skills expected of elementary students.	of words and phrases.	the meaning of an unfamiliar word.	bookmark).
	bookshelf, notebook, bookmark).	In pre-Common Core Massachusetts		The ELA standards are intended as an integrated model that	d. Use sentence-level context as a
	e. Use glossaries and beginning	standards, dictionary skills were to be	2. In reflection of Dr. Stotky's	addresses unknown words in the reading foundational standards	clue to the meaning of a word or
	dictionaries, both print and digital,	taught in all elementary grades and	comments, two standards relating	(Standard 4), informational and literary standards (Standard 4), as	phrase.
	to determine or clarify the meaning	were assessed on state tests for many	to dictionary skills were added to	well as the language standards (Standard 4). Through this integrated	e. Use glossaries and beginning
	of words and phrases.	years. Standards for dictionary skills	=	model, the use of context clues is necessary for the end goal of	dictionaries, both print and
	or words and piliases.	should be added.	Additionally, Beginning in 2nd grade, there are 13 standards (1-2	comprehension, inference, and deeper analysis. If removed, this will disrupt the horizontal and vertical alignment, as well as the intended	·
			per grade level) that address the	progression of the ELA standards. Its removal would also remove	digital, to determine or clarify the
			use of dictionaries for reference in	focus on a key strategy employed by all readers to determine the	meaning of words and phrases.
			regards to spelling, word origins,	meaning of unfamiliar words.	
			definitions, pronounciation, and		
			parts of speech	2. In reflection of Dr. Stotky's comments, two standards relating to	
2.1.5				dictionary skills were added to the Writing Foundations sub-strand.	
2.L.5	Demonstrate understanding of	No comments			Demonstrate understanding of
	word relationships and nuances in				word relationships and nuances in
	word meanings.				word meanings.
	a. Identify real-life connections				a. Identify real-life connections
	between words and their use (e.g.,				between words and their use
	describe foods that are spicy or				(e.g., describe foods that are spicy
	juicy).				or juicy).
	b. Distinguish shades of meaning				b. Identify synonyms and
	among closely related verbs (e.g.,				antonyms to distinguish shades of
	toss, throw, hurl) and closely				meaning among closely related
	related adjectives (e.g., thin,				verbs (e.g., toss, throw, hurl) and
	slender, skinny, scrawny).				closely related adjectives (e.g.,
					thin, slender, skinny, scrawny).

2.L.6	Use words and phrases acquired	No comments		Use words and phrases acquired
	through conversations, reading and			through conversations, reading
	being read to, and responding to			and being read to, and
	texts, including using adjectives and			responding to texts, including
	adverbs to describe (e.g., When			using adjectives and adverbs to
	other kids are happy that makes me			describe (e.g., When other kids
	happy).			are happy that makes me happy).

3rd Grade

Coding		Technical Review Comment	Technical Review: Refinement	45-Day Public Comment that Led to a Change in a Standard (The full public comments for each grade level are contained in a separate spreadsheet.)	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading S	tandards for Literature				
Key Ideas	and Details				
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	No comments			Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2	cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.	1. Achieve: The addition of "paraphrase" is an interesting one, as it will require students to focus on the central message instead of just recounting details. What would be the expectations for paraphrasing in grade 3? Some professional development for teachers may be helpful here, as well as clear expectations for assessment developers.			Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	No comments			Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and					
	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	No comments			Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

when writing or speak terms such as chapter, describe how each such earlier sections. 3.RL.6 Distinguish one's own of the narrator or those integration of Knowledge and Id 3.RL.7 Explain how specific as illustrations contribute by the words in a story	point of view from that e of the characters. eas spects of a text's to what is conveyed				Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Distinguish one's own point of view from that of the narrator or those of the characters. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
3.RL.8 (Not applicable to liter	ature) No comments				(Not applicable to literature)
3.RL.9 Compare and contrast and plots of stories wr author about the same (e.g., in books from a s	itten by the same e or similar characters				Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of To	ext Complexity				
3.RL.10 By the end of the year independently read ar literature, including st poetry, in a text comp by qualitative and qua appropriate to grade 3	some indication that grad 3 texts are at the high en of the text complexity bat for grades 2-3. Without clear guidance of text complexity, this may widely misunderstood. 2. Elizabeth Pope: It may helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these ter are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level reading difficulty desired any grade. The suggestion that teachers use	feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for Text Complexity was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade" The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade" Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms		By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

Key Idea	s and Details				
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	No comments			Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.2	how they support the main idea.	1. Achieve: The addition of paraphrase is a positive one. Consider adding the definition to the glossary so it is not confused with summarize.			Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	No comments			Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft an	d Structure				
3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	No comments			Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	No comments			Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.6	Distinguish one's own point of view from that of the author of a text.	No comments			Distinguish one's own point of view from that of the author of a text.
Integrat	ion of Knowledge and Ideas				
3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	No comments			Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.8	<u>'</u>	No comments			Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	No comments			Compare and contrast the most important points and key details presented in two texts on the same topic.
Range o	f Reading and Level of Text Complexity				

3.RI.10	By the end of the year, proficiently and	1. Achieve: There should be	Based on the technical	1. Achieve: All comments a-c		By the end of the year, proficiently and
	independently read and comprehend	some indication that grade	feedback from Dr.	refer to the high or low end		independently read and comprehend
	informational texts, including history/social	2 texts are at the low end of	Stotsky, Dr. Pope, and	of the text complexity band.		informational texts, including history/social
	studies, science, and technical texts, in a text	the text complexity band for	Achieve: The brief	The RL 10 standards have		studies, science, and technical texts, in a text
		grades 2-3. Without clear	definition for <i>Text</i>	been revised to state "By the		
	complexity range determined by qualitative	guidance on text		end of the year, proficiently		complexity range determined by qualitative and
	and quantitative measures appropriate to	complexity, this may be	Complexity was	and independently read and		quantitative measures appropriate to grade 3.
	grade 3.	widely misunderstood.	removed from the draft	comprehend literature		
			glossary. In its place was	including stories, dramas, and		
		2. Elizabeth Pope: It may be	added an expanded	poety, in a text complexity		
		helpful to include	document that defines	range determined by		
		definitions of or some	text complexity, text	qualitative and quantitative		
		guidelines as to what	difficulty, quantitative	measures appropriate to		
		qualifies as reading	measures, and	grade" The revised RI 10		
		"proficiency" and what	qualitative measures.	standard states "By the end		
		reading "independently"	This section further	of the year, proficiently and		
		means. Both of these terms		independently read and		
		are used in the Range of	explains what it means	comprehend informational		
		Reading and Level of Text	to read "independently"	texts and nonfiction in a text		
		Complexity cluster of	and "proficiently".	complexity range determined		
		standards in the Reading	Additionally, this new	by qualitative and		
		Standards for Literature	section of the glossary	quantitative measures		
		strand without any kind of	provides guidance on	appropriate to grade"		
		clear definition of what	how to use qualitiative	Thus, there is a range		
		proficiency and	and quantitative	embedded in the new		
		independence look like.	measures to determine	standard allowing		
			text complexity and the	educators/local education		
		3. Dr. Stotsky: The draft	appropriateness of a	agencies to choose the range		
		standards do not provide		appropriate for their students		
		any clues about the level of	text for a grade-level.	and meet their needs.		
		reading difficulty desired-at		Additionally, an expanded		
		any grade. The suggestion		explanation of text		
		that teachers use		complexity and related terms		
Reading S	tandards: Foundational Skills					
Phonics a	nd Word Recognition					
3.RF.3	Know and apply phonics and word analysis	1. Achieve: This is a very				Know and apply phonics and word analysis skills
	skills in decoding words.	close match to the 2010				in decoding one-syllable or multisyllabic words.
	a. Identify and know the meaning of the most					a. Identify and know the meaning of the most
	common prefixes and derivational suffixes.					common prefixes and derivational suffixes.
	b. Decode words with common Latin suffixes.					b. Decode words with common Latin suffixes.
	c. Apply knowledge of the six syllable types to					c. Apply knowledge of the six syllable types to
	read grade-level words accurately.					read grade-level words accurately.
	d. Read grade-level appropriate irregularly					d. Read grade-level appropriate irregularly
	spelled words.					spelled words.
Fluency						

3.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No comments			Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	tandards				
Text Typ	es and Purposes				
3.W.1	Write opinion pieces on topics or texts, using reasons to support one's point of view. a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.				Write opinion pieces on topics or texts, using reasons to support one's point of view. a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	No comments			Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.

2 14 / 2		I	T	_	
3.W.3		No comments			Write narratives to develop real or imagined
	experiences or events using effective				experiences or events using effective technique,
	technique, descriptive details, and clear event				descriptive details, and clear event sequences.
	sequences.				a. Establish a situation and introduce a narrator
	a. Establish a situation and introduce a				and/or characters; organize an event sequence
	narrator and/or characters; organize an event				that unfolds naturally.
	sequence that unfolds naturally.				b. Use dialogue and descriptions of actions,
	b. Use dialogue and descriptions of actions,				thoughts, and feelings to develop experiences
	thoughts, and feelings to develop experiences				and events or show the response of characters
	and events or show the response of				to situations.
	characters to situations.				c. Use temporal words and phrases to signal
	c. Use temporal words and phrases to signal				event order.
	event order.				d. Provide a sense of closure.
	d. Provide a sense of closure.				
	on and Distribution of Writing				AAGU II.
3.W.4	With guidance and support from adults,	No comments			With guidance and support from adults,
	produce writing in which the development				produce writing in which the development and
	and organization are appropriate to task and				organization are appropriate to task and
	purpose. (Grade-specific expectations for				purpose. (Grade-specific expectations for
	writing types are defined in standards 1–3				writing types are defined in standards 1–3
	above.)				above.)
3.W.5	With guidance and support from peers and	No comments			With guidance and support from peers and
	adults, develop and strengthen writing as				adults, develop and strengthen writing as
	needed by planning, revising, and editing.				needed by planning, revising, and editing.
	(Editing for conventions should demonstrate				(Editing for conventions should demonstrate
	command of Language standards 1–3 up to				command of Language standards 1–3 up to and
	and including grade 3.)				including grade 3.)
	and merading grade 31/				moduling grade 3.1
3.W.6	With guidance and support from adults, use	No comments			With guidance and support from adults, use
3	technology to produce and publish writing	The comments			technology to produce and publish writing
	(using keyboarding skills) as well as to				(using keyboarding skills) as well as to interact
	interact and collaborate with others.				and collaborate with others.
					und conditionate with others.
	to Build and Present Knowledge				
3.W.7	' '	No comments			Conduct short research projects that build
	knowledge about a topic.				knowledge about a topic.
3.W.8	Recall information from experiences or gather	No comments			Recall information from experiences or gather
	information from print and digital sources;	1			information from print and digital sources; take
	take brief notes on sources and sort evidence	1			brief notes on sources and sort evidence into
	into provided categories.				provided categories.
3.W.9	(Begins in grade 4)	No comments			(Begins in grade 4)
Range of		No commerciate			Marita manatina ha ayan antan da da C
3.W.10	Write routinely over extended time frames	No comments			Write routinely over extended time frames
	(time for research, reflection, and revision)	1			(time for research, reflection, and revision) and
	and shorter time frames (a single sitting or a	1			shorter time frames (a single sitting or a day or
	day or two) for a range of discipline-specific	1			two) for a range of discipline-specific tasks,
	tasks, purposes, and audiences.				purposes, and audiences.
\A/witin = C	tondoude: Foundational Chills				
	tandards: Foundational Skills				
200nd-le	tter Basics and Handwriting				

3.WF.1 3.WF.2 Spelling	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation. Standard ends at grade 2.	Achieve: This is a good addition. No comments					Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation. Standard ends at grade 2.
3.WF.3	VCe (Vowel-Consonent-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion). f. Spell the 500 most common words in English, including regular and irregular forms, as found in a research-based list.	"Write?" How is this (as written) not already included in RF.3? 2. Achieve: d This is a nice addition! But how is this standard different from 3.L.2d? The only way a student could execute 3.L.2d is by writing. 3. Achieve: e Should "Spell" be "Write?" How is this different from 3.L.2f? 4. Achieve: f This standard may be impossible to assess. Providing a list of words may result in poor instructional practices in which teachers focus on the list at the expense of other vocabulary and word skills. 5. Dr. Abercrombie: b	with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families). b. Identify language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., teacher's, teachers'). d. Spell regular two-and three-syllable words that: 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion). e. Spell the 500 most common words in English, including regular and irregular forms, as found in a	a spelling standard for 1 and 3. Agree with comment on f (*now e since the original b was removed). This indicator (*e) was clarified and the expectations are discussed in the ELA Glossary. B- will be removed 6. In reflection of Dr. Stotky's comments, two standards relating to dictionary skills were added to the Writing Foundations sub-strand. Additionally, Beginning in 2nd grade, there are 13 standards (1-2 per grade level) that address the use of dictionaries for reference in regards to spelling, word origins, definitions, pronounciation, and parts of speech. *Dictionary standards in the 2016 draft: 1. 2.L.2.e 2. 2.L.4.e	I am enthusiastic about articulating spelling progressions but believe that the specificity of some spelling standards suggest the use of only certain programs that match the progression outlined. As you know, scopes and sequences vary beyond basic agreed upon progressions and there is no research that supports one particular program. I am hopeful that these standards can be reviewed and limited to basic, widely agreed upon progressions.	_	Know and apply spelling conventions and patterns. a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families). b. Identify language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., teacher's, teachers'). d. Spell regular two-and three-syllable words that: 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion). e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 1. Irregular words. 2. Pattern-based words.
	and Listening Standards ension and Collaboration						
comprehe	ansion and Conaboration						

3.SL.1	Engage effectively in a range of collaborative	No comments				Engage effectively in a range of collaborative
J.JL. 1	discussions (one-on-one, in groups, and	into comments				discussions (one-on-one, in groups, and teacher-
	teacher-led) with diverse partners on grade 3					led) with diverse partners on grade 3 topics and
	I					
	topics and texts, building on others' ideas and					texts, building on others' ideas and expressing
	expressing their own clearly.					their own clearly.
	a. Come to discussions prepared, having read					a. Come to discussions prepared, having read or
	or studied required material; explicitly draw					studied required material; explicitly draw on
	on that preparation and other information					that preparation and other information known
	known about the topic to explore ideas under					about the topic to explore ideas under
	discussion.					discussion.
	b. Follow agreed-upon rules for discussions					b. Follow agreed-upon rules for discussions
	(e.g., gaining the floor in respectful ways,					(e.g., gaining the floor in respectful ways,
	listening to others with care, speaking one at					listening to others with care, speaking one at a
	a time about the topics and texts under					time about the topics and texts under
	discussion).					discussion).
	c. Ask questions to check understanding of					c. Ask questions to check understanding of
	information presented, stay on topic, and link					information presented, stay on topic, and link
	their comments to the remarks of others.					their comments to the remarks of others.
	d. Explain their own ideas and understanding					d. Explain their own ideas and understanding
	in light of the discussion.					based on the discussion.
	in light of the discussion.					bused of the discussion.
3.SL.2	Determine the main ideas and supporting	No comments				Determine the main ideas and supporting
3.3L.2		No comments				Determine the main ideas and supporting
	details of a text read aloud or information					details of a text read aloud or information
	presented in diverse media and formats,					presented in diverse media and formats,
	including visually, quantitatively, and orally.					including visually, quantitatively, and orally.
3.SL.3	Ask and answer questions about information	No comments				Ask and answer questions about information
	from a speaker, offering appropriate					from a speaker, offering appropriate
	elaboration and detail.					elaboration and detail.
Presentat	ion of Knowledge and Ideas					
3.SL.4	Report on a topic or text, tell a story, or	No comments				Report on a topic or text, tell a story, or recount
	recount an experience with appropriate facts					an experience with appropriate facts and
	and relevant, descriptive details, speaking					relevant, descriptive details, speaking clearly at
	clearly at an understandable pace.					an understandable pace.
3.SL.5	Create engaging audio recordings of stories or		Standard should read:	The Working Group agrees		Create audio recordings of stories or poems
	poems that demonstrate fluid reading at an	Differentiating between	Create audio recordings	with Dr. Abercrombie's		that demonstrate fluid reading at an
	understandable pace; add visual displays	engaging and non-	of stories or poems that	suggestion.		understandable pace; add visual displays when
	I	engaging audio	demonstrate fluid			appropriate to emphasize or enhance certain
		recordings is not	reading at an			facts or details.
		_	understandable pace;			
		the only grade level in	add visual displays when			
		which this standard	appropriate to			
		mentions "engagement"	emphasize or enhance			
			certain facts or details.			
		as a goal, this aspect of	icertain facts of details.			
		the standard could				
		possibly be eliminated.				

3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	No comments			Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
3.L.1	Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and	1. Achieve: Including J may disrupt the progression for grades 4 and 5. A suggestion is to look at vertical alignment with those grades.			Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

2 2	ls	L		Ia	1	
		•	No revision necessary	2. In reflection of Dr.		Demonstrate command of the conventions of
	Standard English capitalization, punctuation,	close match to the 2010		Stotky's comments, two		Standard English capitalization, punctuation,
	and spelling when writing.	standard.		standards relating to		and spelling when writing.
	a. Capitalize appropriate words in titles.			dictionary skills have been		a. Capitalize appropriate words in titles.
	b. Use commas in addresses.	2. Dr. Stotsky - As for		added to the Writing		b. Use commas in addresses.
	c. Use commas and quotation marks in	omissions, I am surprised		Foundations sub-strand.		c. Use commas and quotation marks in
	dialogue.	to see no specific		Additionally, Beginning in		dialogue.
	d. Form and use possessives.	dictionary skills expected		2nd grade, there are 13		d. Form and use possessives.
		of elementary students.		standards (1-2 per grade		
		In pre-Common Core		level) that address the use		
		Massachusetts		of dictionaries for		
		standards, dictionary		reference in regards to		
		skills were to be taught		spelling, word origins,		
		in all elementary grades		definitions,		
		and were assessed on		pronounciation, and parts		
		state tests for many		of speech. *Dictionary		
		years. Standards for		standards in the 2016		
		dictionary skills should		draft:		
		be added.		1. 2.L.2.e		
				2. 2.L.4.e		
				3. 3.L.2.g		
				4. 3.L.4.d		
				5. 4.L.4.c		
				6. 5.L.4.c		
				7. 6.L.4.c		
				8. 6.L.4.d		
				9. 7.L.4.c		
				10. 7.L.4.d		
				11. 8.L.4.c		
				12. 8.L.4.d		
				12. 8.L.4.u		
	ge of Language					
	Use knowledge of language and its	No comments				Use knowledge of language and its conventions
	conventions when writing, speaking, reading,					when writing, speaking, reading, or listening.
	or listening.					a. Choose words and phrases for effect.
	a. Choose words and phrases for effect.					b. Recognize and observe differences between
	b. Recognize and observe differences					the conventions of spoken and written
	between the conventions of spoken and					Standard English.
	written Standard English.					
Vocabulai	ry Acquisition and Use					

2.1.4	Determine an elevificate (1)	1 Dr. Stotslavi At average and	1 Standard should read.	1 Pacad on Dr. Statalada	ı	Determine an elevifiation of the last
3.L.4	Determine or clarify the meaning of unknown	1. Dr. Stotsky: At every grade	1. Standard should read:	1.Based on Dr. Stotsky's		Determine or clarify the meaning of unknown
	and multiple-meaning word and phrases	· ·	Determine or clarify the	feedback and feedback from the Arizona Standards		and multiple-meaning word and phrases based
	based on grade 3 reading and content,	draw from certain strategies to determine the meaning of	meaning of unknown and multiple-meaning words and	Development Committee in the		on grade 3 reading and content, choosing
	choosing flexibly from a range of strategies.	unfamiliar words. The first	phrases based on grade 2	11/30/16 meeting, the		flexibly from a range of strategies.
	a. Use sentence-level context as a clue to the	strategy always	reading and content,	indicator for context clues will		a. Determine the meaning of the new word
	meaning of a word or phrases.	recommended is to "use	choosing flexibly from an	be moved from the first		formed when a known affix is added to a known
	b. Determine the meaning of the new word	context clues." Not only	array of strategies.	strategy to a placement that		word (e.g., agreeable/disagreeable,
	_	should this pedagogical		better indicates that it is one		
	formed when a known affix is added to a		the new word formed when	strategy, not the primary		comfortable/uncomfortable, care/careless,
	known word (e.g., agreeable/disagreeable,	document, it should not be		strategy, for determining the		heat/preheat).
	comfortable/uncomfortable, care/careless,		known word (e.g.,	meaning of an unknown word.		b. Use a known root word as a clue to the
	heat/preheat).	courses. There is NO body of	happy/unhappy, tell/retell).	ineaning of all diknown word.		meaning of an unknown word with the same
	c. Use a known root word as a clue to the		b. Use a known root word as	The indicator is not being		root (e.g., company, companion).
	meaning of an unknown word with the same	doesn't make sense. Nor id	a clue to the meaning of an	removed completely because,		c. Use sentence-level context as a clue to the
	root (e.g., company, companion).	the National Reading Panel's	unknown word with the	according to Hibbard (2009),		meaning of a word or phrases.
		-	same root (e.g., addition,	context clue instruction was		
	d. Use glossaries or beginning dictionaries,	strategy. In authentic writing,		found to improve students'		d. Use glossaries or beginning dictionaries, both
	both print and digital, to determine or clarify	one usually does not find	c. Use knowledge of the	word learning strategies.		print and digital, to determine or clarify the
	the precise meaning of key words and	"clues" to the meaning of an	meaning of individual words	Students that received six		precise meaning of key words and phrases.
	phrases.	unfamiliar word. Strong	to predict the meaning of	weeks of explicit instruction in		
1		reading, writing, and speaking		context clues were more able		
		vocabularies are developed in		to effectively determine the		
		other ways.	housefly; bookshelf,	meaning of unknown words		
		other ways.	notebook, bookmark).	than students that did not		
		2. Achieve: The omission of		receive the instruction (Jensen,		
				2009). A multitude of words		
		Students are learning	word or phrase.	require specified syntactic and		
		precision of language with the		semantic contexts to assist		
		phrase "to determine or	beginning dictionaries, both	learners to determine their		
		clarify the precise meaning of		meanings (Chilton & Ehri,		
		key words and phrases." This		2015). According to research		
		revision completely loses that	-	found in Appendix A		
		element.	phrases.	(vocabulary instructional		
		element.	piliases.	methods 4-33) of the National		
3.L.5	Demonstrate understanding of word	No comments		11111111111111111111111111111111111111		Demonstrate understanding of word
	relationships and nuances in word meanings.					relationships and nuances in word meanings.
	a. Distinguish the literal and nonliteral					a. Distinguish the literal and nonliteral
	9					S
	meanings of words and phrases in context					meanings of words and phrases in context (e.g.,
	(e.g., take steps).					take steps).
	b. Identify real-life connections between					b. Identify real-life connections between words
	words and their uses (e.g., describe people					and their uses (e.g., describe people who are
	who are friendly or helpful).					friendly or helpful).
	c. Distinguish shades of meaning among					c. Distinguish shades of meaning among related
	related words that describe states of mind or					words that describe states of mind or degrees
	degrees of certainty (e.g., knew, believed,					of certainty (e.g., knew, believed, suspected,
	suspected, heard, and wondered).					heard, and wondered).
3.L.6	Acquire and use accurately grade-appropriate	No comments				Acquire and use accurately grade-appropriate
	conversational, general academic, and					conversational, general academic, and domain-
	domain-specific words and phrases, including					specific words and phrases, including those that
	those that signal spatial and temporal					signal spatial and temporal relationships (e.g.,
	relationships (e.g., After dinner that night, we					After dinner that night, we went looking for
	went looking for them).					them).

4th Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	•	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standa	rds for Literature						
Key Ideas and D	Details						
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	No comments					Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	No comments					Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	No comments					Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Craft and Struct	ture						

4.RL.4	Determine the meaning of words, phrases,	1. Achieve: Strengths	The standard should	Agree to adding		Determine the meaning of words, phrases,
	and figurative language found in stories,	with this standard	read: Determine the	poetry. We choose		and figurative language found in stories,
	myths, and traditional literature from	include: the focus on	meaning of words,	not to identify a		poetry, myths, and traditional literature from
	different cultures, including those that allude	determining the meaning	phrases, and figurative	specific piece of		different cultures, including those that allud
	to significant characters.	of words and phrases;	language found in	traditional		to significant characters.
		the addition of figurative	stories, poetry, myths,	literature because		
		language; and the	and traditional literature	that would be a		
		addition of literature	from different cultures,	curricular decision.		
		from different cultures.	including those that	We choose to leave		
			allude to significant	in figurative		
		However, possible areas	characters.	language so		
		of concern include: the		students are		
		omission of poetry in the		exposed to concept		
		definition of text, which		and given		
		is where a lot of		instruction.		
		figurative language				
		happens; the lack of				
		clarity in how "stories" is				
		different from traditional				
		literature in different				
		cultures (i.e., traditional				
		literature from different				
		cultures may still be a				
		story), an example may				
		be useful here; without				
		"Herculean," the				
		standard loses some				
		clarity.				

4.RL.5	Explain the overall structure and major	1. Achieve: The omission No revision needed	curriculum decision	Explain the overall structure and major
-	differences between poetry, drama, and	of "when writing or		differences between poetry, drama, and
	prose.	speaking about a text" is		prose.
		important, as it focuses		
		teachers attention on		
		how students should		
		respond. This revision		
		reduces the standard to		
		explaining how poems,		
		drama, and prose are		
		different. A critical		
		aspect of the standard		
		(referring to the		
		structural elements) has		
		been lost. As written, the		
		standard could be		
		addressed with the		
		question "How is a poem		
		different from a play?" In the ELA10, students		
		would have been		
		expected to return back		
		to the specific elements		
		in poems, dramas, and		
		prose when discussing		
		the meaning of text.		
		the meaning of text.		
4.RL.6	Compare and contrast the point of view from	No comments		Compare and contrast the point of view from
	which different stories are narrated, including			which different stories are narrated, including
	the difference between first-and third-person			the difference between first-and third-person
	narrations.			narrations.
	of Knowledge and Ideas			
4.RL.7	Make connections between the text of a story	No comments		Make connections between the text of a story
	or drama and a visual or oral presentation of			or drama and a visual or oral presentation of
	the text, identifying where each version			the text, identifying where each version
	reflects specific descriptions and directions in			reflects specific descriptions and directions in
	the text.			the text.
4.RL.8	(Not applicable to literature)	No comments		(Not applicable to literature)
4.RL.9	Compare and contrast the treatment of	No comments		Compare and contrast the treatment of
	similar themes and topics (e.g., opposition of			similar themes and topics (e.g., opposition of
	good and evil) and patterns of events (e.g.,			good and evil) and patterns of events (e.g.,
	the quest) in stories, myths, and traditional			the quest) in stories, myths, and traditional
	literature from different cultures.			literature from different cultures.
Range of Re	eading and Level of Text Complexity			
ange of Ne	waring and Level of Text complexity			

4 DL 10	Dutho and of the year proficiently and	1 Ashiova Thorashauld	Dasad on the technical	1. Achieve: All	Dutho and of the year proficiently and
4.RL.10	By the end of the year, proficiently and	1. Achieve: There should		comments a-c refer to	By the end of the year, proficiently and
	independently read and comprehend	be some indication that	feedback from Dr.	the high or low end of	independently read and comprehend
	-	grade 4 texts are at the	Stotsky, Dr. Pope, and	the text complexity	literature, including stories, dramas, and
	i ' ' '	low end of the text	Achieve: The brief	band. The RL 10	poetry, in a text complexity range determined
		complexity band for	definition for <i>Text</i>	standards have been	by qualitative and quantitative measures
	appropriate to grade 4.	grades 4-5. Without clear		revised to state "By	appropriate to grade 4.
		guidance on text	removed from the draft	the end of the year,	
		complexity, this may be	glossary. In its place was	proficiently and	
		widely misunderstood.	added an expanded	independently read	
			document that defines	and comprehend	
		2. Elizabeth Pope: It may	text complexity, text	literature including	
		be helpful to include	difficulty, quantitative	stories, dramas, and	
		definitions of or some	measures, and	poety, in a text	
		guidelines as to what	qualitative measures.	complexity range	
		qualifies as reading	This section further	determined by	
		"proficiency" and what	explains what it means	qualitative and	
		reading "independently"	to read "independently"	quantitative measures	
		means. Both of these	and "proficiently".	appropriate to grade" The revised RI 10	
		terms are used in the	Additionally, this new	standard states "By	
		Range of Reading and	section of the glossary	the end of the year,	
		Level of Text Complexity	provides guidance on	proficiently and	
		cluster of standards in	how to use qualitiative	independently read	
			=	and comprehend	
		the Reading Standards	and quantitative	informational texts	
		for Literature strand	measures to determine	and nonfiction in a	
		<u>-</u>	text complexity and the	text complexity range	
		definition of what	appropriateness of a	determined by	
		proficiency and	text for a grade-level.	qualitative and	
		independence look like.		quantitative measures	
				appropriate to grade	
		3. Dr. Stotsky: The draft		" Thus, there is a	
Reading Star	ndards for Informational Text				
Key Ideas an	d Details				
4.RI.1	Refer to details and examples in a text when	No comments			Refer to details and examples in a text when
	explaining what the text says explicitly and				explaining what the text says explicitly and
	when drawing inferences from the text.				when drawing inferences from the text.
4.RI.2	Determine the main idea of a text and explain	No comments			Determine the main idea of a text and explain
	how it is supported by key details; summarize				how it is supported by key details; summarize
	the text.				the text.
4.RI.3	Explain events, procedures, ideas, or concepts	No comments			Explain events, procedures, ideas, or
Ki.5	in a historical, scientific, or technical text,	140 comments			concepts in a historical, scientific, or technical
	including what happened and why, based on				text, including what happened and why,
	specific information in the text.				based on specific information in the text.
	specific information in the text.				based on specific information in the text.
Craft and Str	ructure				
4.RI.4		No comments			Determine the meaning of general academic
	and domain-specific words or phrases in a				and domain-specific words or phrases in a
	text relevant to a grade 4 topic or subject				text relevant to a grade 4 topic or subject
	area.				area.
	urcu.		ļ		urcu.

4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and	No comments		Describe the overall structure (e.g., chronology, comparison, cause/effect, and
	problem/solution) of events, ideas, concepts,			problem/solution) of events, ideas, concepts,
	or information in a text or part of a text.			or information in a text or part of a text.
4.RI.6	Compare and contrast a firsthand and	No comments		Compare and contrast a firsthand and
	secondhand account of the same event or			secondhand account of the same event or
	topic; describe the differences in focus, and			topic; describe the differences in focus, and
	the information provided.			the information provided.
Integration	of Knowledge and Ideas			
4.RI.7	Interpret information presented visually,	No comments		Interpret information presented visually,
	orally, or quantitatively (e.g., in charts,			orally, or quantitatively (e.g., in charts,
	graphs, diagrams, time lines, animations, or			graphs, diagrams, time lines, animations, or
	interactive elements on Web pages) and			interactive elements on Web pages) and
	explain how the information contributes to an			explain how the information contributes to
	understanding of the text in which it appears.			an understanding of the text in which it
				appears.
4.RI.8	Explain how an author uses reasons and	No comments		Explain how an author uses reasons and
	evidence to support particular points in a			evidence to support particular points in a
	text.			text.
4.RI.9	Integrate information from two texts on the	No comments		Integrate information from two texts on the
	same topic in order to write or speak about			same topic in order to write or speak about
	the subject knowledgeably.			the subject knowledgeably.
Range of Re	ading and Level of Text Complexity			

independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	the text complexity band for grades 4-5. Without clear guidance on text complexity, this may be widely misunderstood. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide	feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for <i>Text Complexity</i> was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade" The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by		By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
	proficiency and independence look like. 3. Dr. Stotsky: The draft	and quantitative measures to determine text complexity and the	and comprehend informational texts and nonfiction in a text complexity range		
	that teachers use		" Thus, there is a		
Reading Standards: Foundational Skills					
Phonics and Word Recognition					

	context and out of context. a. Use combined knowledge of all letter- sound correspondences to read unfamiliar multisyllabic words accurately. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.	1. Achieve: What is meant by "combined knowledge of morphology?" What is being combined? That wording needs some clarity. What is a "grade level word," or who determines it? This might put pressure on the state department of education to produce a list, which may result in some negative externalities, including those specific words being taught at the expense of others in order to game an assessment system.		curriculum decision		Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all lettersound correspondences to read unfamiliar multisyllabic words accurately. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.
Fluency 4.RF.4	Read with sufficient accuracy and fluency to	1. Achieve: The change from	no change needed	use of "grade-level"		Read with sufficient accuracy and fluency to
	support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	on-level to grade- level is fine, provided there are definitions for grade-level. NOTE: Here is the note Achieve left for 5.RF.4, which addresses the same concern:		is consistent grades 3-5. Prior discussions based on MOWR legislation		support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Sta	ndards			
Text Types	and Purposes			
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.			Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	No comments		Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

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4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	No comments				Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Production a	nd Distribution of Writing					
4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).	No comments				Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).	No comments				With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
4.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.	1. Achieve: Without a minimum length expectation, this revision could also pose an equity issue.		Minimum length expectation removed to allow for range of writing dependent upon purpose and task.		With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
Research to I	Build and Present Knowledge					
4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	No comments				Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	No comments				Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

Range of Writin 4.W.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Achieve: The revision is a lot cleaner and easier to digest. This also focuses the standard on the importance of reading in support of writing. No comments				Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writing Standards: Foundational Skills Sound Letter Basics and						
4.WF.1	Standard was not present in the initial 2016 draft of the ELA Standards.			If teaching cursive is required in third grade this standard needs to be continued into the next grade levels so the skills are not lost. This happened when I taught 5th grade 20 years ago, because students did not continue cursive in 4th grade I would need to retch in 5th.	I	Demonstrate and apply handwriting skills a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.

Speaking ar	d Listening Standards				
	sion and Collaboration				
4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	No comments			Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.	No comments			Identify the reasons and evidence a speaker provides to support particular points.
Presentatio	n of Knowledge and Ideas				
4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable	No comments			Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable
4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	No comments			Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).	No comments			Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
Language St	andards				
	s of Standard English				

Sandard singlish grammar and usage when writing or speaking. a. Lise relative grounds (white, whose, whore, whore	4.1.4	Demonstrate common 1 (ii)	4 A-1-: h All	The standard Co. 10	Claudiana.	1	Danis and the control of the control
writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative advertes (where, when, why). b. Form and use the progressive verb tenses (e.g., I was waiking;	4.L.1	Demonstrate command of the conventions of	1. Achieve: h Nice	The standard should	Clarification and to		Demonstrate command of the conventions of
a. Use relative pronouns (who, whose, whore, whin, which, that) and relative adverts (where, when, why). b. Form and use the progressive verb tenses (e.g., I wax walking; I am walking; I will be walking). c. Use modal auxiliances (e.g., can, max, must) not convey various conditions. d. Order adjectives within switchess according to conventional patterns (e.g., I wax walking; I am walking; I will be placed for pragagisty) should demonstrate command of whiting standards 1-3, and correctly use frequently confused words (e.g., to, too, two; there, this). h. Write and organize one or more or more propertied frequents and correcting inappropriate frequents and correcting inappropriate frequents of which that are also prompted to the writing task. Construction of paragraph(s) should demonstrate command of whiting standards 1-3, 3. 4.L.2 Demonstrate command of the conventions of Standard English Capitalization, punctuation, and spelling when writing. a. Use careful use frequently confused words (e.g., to, too, two; there, this). b. Use command of whiting standards 1-3, 3. 4.L.2 Demonstrate command of the conventions of Standard English Capitalization, punctuation, and spelling when writing. a. Use correct qualifications are text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consolling references as needed.					match grade 5.		
which, that) and relative adverts (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be well-willing). c. Use modal auxiliaries (e.g., an, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a some version of the small red bag rather than a red small be progressive with sentences according to conventional patterns (e.g., a small red bag rather than a red small be included? It is a shall that is small red bag rather than a red small be included? It is a shall that is more appropriate to the progressive sentences, recogning and correcting inappropriate fragments and run ons. g. Correctly use frequently confused words (e.g., to, too, two, there, ther). h. Write and organize one or more paragraphs that contine is appropriate to the warring; a. Use correct paragraphs that contine is appropriate to the warring; a. Use correct paragraphs that contine is appropriate to the warring; a. Use correct paragraphs that contine is appropriate to the warring; a. Use correct paralization, b. Use commus and quotation marks to mark direct speech and quotations from a text. c. Use a commission marks to mark direct speech and quotations from a text. c. Use a commission and quotation marks to mark direct speech and quotations from a text. c. Use a commission and quotation marks to mark direct speech and quotations from a text. c. Use a commission of a coordinating conjunction in a compound settence. d. Spell grade-appropriate words correctly, consulting references as needed.				•			
when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use modal auxiliances (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a walking; I will be walking). e. Form and use prepositional patterns (e.g., a walking; I will be walking). e. Form and use propositional patterns (e.g., a walking; I will be walking). e. Form and use propositional patterns (e.g., a walking; I will be walking). e. Form and use propositional patterns (e.g., a walking; I will be walking). e. Form and use propositional patterns (e.g., a walking; I will be walking). e. Form and use propositional patterns (e.g., a walking; I will be walking). e. Form and use propositional patterns (e.g., a walking; I will be walking). e. Form and use propositional patterns (e.g., a walking; I will be walking). e. Form and use propositional patterns (e.g., a walking; I will be walking). e. Form and use propositional patterns (e.g., a walking; I will be walking). e. Governormal of the patterns (e.g., a walking; I will be walking). e. Form and use propositional patterns (e.g., a walking; I will be walking). c. Use modal auxiliances (e.g., (on, two) walking; I will be walking). demonstrate command of the conventions of the patterns (e.g., a walking; I will be walking). e. Form and use propositional patterns (e.g., a walking; I will be walking). C. Use modal auxiliances (e.g., (on, two) walking; I will be walking. e. Form and use propositional patterns (e.g., a walking; I will be walking. Convertional patterns (e.g., a walking; I will be walking. e. Form and use propositional patterns (e.g., a walking; I will be walking. Convertional patterns (e.g., a convertional patterns (e.g.			l '	I' - '			
b. Form and use the progressive werb tenses (e.g., lwas walking; I am walking); Lib distinguishing the two. This standard seems a lot writing task. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use propositional phrases. f. Produce complete sentences, recognizing and correcting languigneous tense (e.g., lwas walking). and correcting use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing. a. Deer correct capitalization, punctuation, and spelling when writing. a. Use correct capitalization, punctuation, and spelling when writing. a. Use correct capitalization, punctuation, and spelling when writing conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.							
(e.g., I was walking; I am walking; I will be walking;). C. Use modal auxiliances (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., as small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate tragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two, there, their). h. Write and organize one or more paragraphis should demonstrate command of Writing standards (e.g., to, too, two, there, their). h. Write and organize concorn more paragraphis should demonstrate command of Writing standards (e.g., to, too, two, there, their). b. Use command of the conventions of Standard English Capitalization, punctuation, and spelling when writing. a. Use correct capitalization, b. Use commans and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate to the exting references as needed. Seed and quotations marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		· · · · · · · · · · · · · · · · · ·					
walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences states that the conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting impropriate fragments and intru-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize need or more paragraphs that contain: an introduction of the topic, supporting feefals, and a conculsion that is appropriate to the writing task. (Construction of paragraphs) should demonstrate command of Writing standards 1-3.] 4.1.2 Demonstrate command of the conventions of Standard fegish: Capitalization, punctuation, and spelling when writing, a. Use correct capitalization, b. Use comman and quotation frame text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade appropriate words correctly, consulting references as needed.		· -	l '				. –
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrates. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contains an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing standards 1-3.3. 4.1.2 Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing, a. Use correct capitalization, b. Use command quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence, d. Spell garde-appropriate words correctly, consulting references as needed. Construction of parting standards 1-3.1 AL.2 Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing, a. Use correct capitalization, punctuation, and spelling when writing, a. Use correct capitalization, punctuation, and spelling when writing, a. Use correct capitalization in a compound sentence, d. Spell garde-appropriate words correctly, consulting references as needed.		(e.g., I was walking; I am walking; I will be		'' '			, , ,
to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases, of produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) ALL2 Demonstrate command of the conventions of Standards rights: Capitalization, and spelling when writing. a. Use correct applialization. b. Use cornect adjustation in a compound sentence. d. Spell grade-appropriate regression for the conventions for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate deprendence of the convention of a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		walking).	This standard seems a lot	writing task.			walking).
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two: there, their). h. Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing standards 1-3-3. ALL2 Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate works correctly, consulting references as needed.		c. Use modal auxiliaries (e.g., can, may, must)	more appropriately	(Construction of			c. Use modal auxiliaries (e.g., can, may, must)
sacording to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting impapropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) ALL.2 Demonstrate command of the conventions of Standards fenglish: Capitalization, punctuation, and spelling when writing. a. Use correct capitalization, b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		■	placed for grade 4	paragraph(s) should			to convey various conditions.
small red bag rather than a red small bag]. e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., 10, 100, two, there, their). h. Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing stank. (Construction of paragraph(s) should demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		d. Order adjectives within sentences	students. If AZ retained	demonstrate command			d. Order adjectives within sentences
e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) 4.1.2 Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		according to conventional patterns (e.g., a	some version of the	of Writing standards 1-			according to conventional patterns (e.g., a
f. Produce complete sentences, recognizing and correcting inappropriate fragments and trun-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraphs) should demonstrate command of Writing standards 1-3.] AL.2 Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		small red bag rather than a red small bag).	Progressive Skills Chart,	3.)			small red bag rather than a red small bag).
and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) 4.1.2 Demonstrate command of Writing standards 1-3.) AL.2 Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing, a. Use correct capitalization, punctuation, and spelling when writing, a. Use correct capitalization from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate fragments and but refined in the upper elementary grades. lis introduced in grade 4, but refined in the upper elementary grades. leg., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) 4.1.2 Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing, a. Use correct capitalization, punctuation, and spelling when writing, a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.							
run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraphs) should demonstrate command of Writing standards 1-3.) ALL2 Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing, a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotation stenece. d. Spell grade-appropriate words correctly, consulting references as needed.		f. Produce complete sentences, recognizing	included? It is a skill that				f. Produce complete sentences, recognizing
g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: an introduction of that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3) 4.L.2 Demonstrate command of the conventions of Standard English: Capitalization, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		and correcting inappropriate fragments and	is introduced in grade 4,				and correcting inappropriate fragments and
(e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) 4.1.2 Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		run-ons.	but refined in the upper				run-ons.
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that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) 4.12 Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		paragraphs that contain: an introduction of					paragraphs that contain: a topic sentence,
(Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) 4.12 Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		the topic, supporting details, and a conclusion					supporting details, and a conclusion that is
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1-3.) Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		(Construction of paragraph(s) should					of paragraph(s) should demonstrate
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Standard English: Capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	41.2	Daniel and the second of the s	N				Down a total a series of
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6 6 7 8 8 9 9 9 9	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	No comments				Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Vocabulary Acquis	sition and Use					
a k c c c c c c c c c c c c c c c c c c	and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways. 2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts	1. Standard should read: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 2. In reflection of Dr. Stotky's comments, two standards relating to dictionary skills were	1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee in the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word. The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve students' word learning strategies. Students that received six weeks of explicit instruction in context clues were more able to effectively		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

A.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical	lo comments	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and
	lo comments	antonyms. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

5th

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
	andards for Literature					
Key Ideas a						
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the	No comments				Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem	No comments				Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a
5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in	No comments				Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the
Craft and S	tructure					
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as	No comments				Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.RL.5	Explain the overall structure of a text: how a series of chapters, scenes, or stanzas fits into the overall work.	standard is a bit hard to follow, the colon throws the reader off, perhaps because this is the only	read: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Additional information for clarity		Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.RL.6	speaker's point of view influences how events are	No comments				Describe how a narrator's or speaker's point of view influences how events are described.
Integration	described. of Knowledge and Ideas					

contribute to the purpose,	determined separately from how it affects meaning? This revision has a clarity issue. No comments	No revision needed	Clear as written		Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (Not applicable to literature) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their
stories) on their approaches					approaches to similar themes and
to similar themes and topics.					topics.
Range of Reading and Level of Text	1. Achieves There also ald b	Danadan II. I. I. I.	4 Achieve All comments		Death a and of the
including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.	Without strong guidance on text complexity, this may be widely misunderstood. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for	Stotsky, Dr. Pope, and Achieve: The brief definition for <i>Text</i> Complexity was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade" The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade" Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. 2. Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations to the standards: Reader and task considerations.		By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
Reading Standards for Informational Text			task considerations are part of the qualitative measures in		
Key Ideas and Details					

5.RI.1 5.RI.2	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.				Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	No comments			Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
Craft and S	tructure				
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	No comments			Determine the meaning of general academic and domainspecific words and phrases in a text relevant to a grade 5 topic or subject area.
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	No comments			Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	No comments			Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration	of Knowledge and Ideas				
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	No comments			Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.RI.9	support particular points in a text, identifying which reasons and evidence support which point(s). Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	No comments				reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
-	ading and Level of Text					
	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.	Without strong guidance on text complexity, this may be widely misunderstood. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade.	Stotsky, Dr. Pope, and Achieve: The brief definition for <i>Text</i> Complexity was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade" The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade" Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. 2. Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the gualitative measures in		By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
Reading Star	dards: Foundational Skills			HASK LOUISIDERATIONS ARE DART OF THE MUSILITATIVE MEASURES IN		
	Word Recognition					

Now and apply promotics and not provided with sufficient automaty not provided w	5.RF.3	Know and apply phonics and	1 Achieve: The wording is confusing	No revision needed	Clear as written		Know and apply phonics and
decoding multisylable words, in context and out of context, this about decoding, not in context that a doubt decoding, not context, this about decoding, not the remaining of words, soil is interpreted infallial. In June 1999, knowledge of the bit sylable patterns to read grade level words accurately, c. use combined knowledge of the bit sylable patterns to read grade level words accurately. In June 2019, knowledge of the bit sylable patterns to read grade level words accurately. A show and apply common, grade approximate criteria accurately, and words. SARIA Board withhout filliance accurately, and unfamiliar words. A show and apply common, grade approximate criteria accurately, and unfamiliar words. A show and apply common, grade approximate criteria accurately, and unfamiliar words. A show and apply common, grade approximate criteria accurately, and unfamiliar words. A show and apply common, grade approximate criteria accurately, and unfamiliar words. A show and apply common, grade approximate criteria accurately, and unfamiliar words. A show and apply common, grade approximate criteria accurately and unfamiliar words. A show and apply common, grade approximate criteria accurately, and unfamiliar words. A show and apply common, grade approximate criteria accurately and accurately read unfamiliar words. A show and apply common, grade approximate criteria accurately and accurately read unfamiliar words. A show and apply common, grade special criteria accurately and accurately read unfamiliar words. A show and apply common, grade accurately and accurately and accurately read unfamiliar accurately and accurately read unfamiliar accurately read unfamiliar accurately and accurately read unfamiliar accurately read unf	5.111.5			No revision needed	ciedi as witten		
in contrest and out of context. a. Live combined showledge of all letter sound correspondences to accurately read unfamiliar unthyplica words. b. Apply knowledge of the six and all the six showledge of the six and all the six showledge of the six and the six showledge of the six showledge of or morphology to read galacters to read grade beet words accurately. A choice and apply common, grade-appropriate creek and tan affires and roots to accurately read unfamiliar words. Filumecy 5.8.6.4. Road with sufficient accuracy and sheep of the six showledge of the six and and affire and control to comprehension. a. It had peed to ever the with purpose and undestrainding. B. Road grade level for two six successive accurately read unfamiliar words. I had been the six showledge of the six and undertainding accuracy and sheep of the six showledge of the six and undertainding accuracy and sheep of the six showledge of the six shall be the sheep of the six shall be the shall be the sheep of the six shall be the s		•	1 ·				-
a. Use combined invokedge of all letter sound correspondences to accurately read unfamiliar important students can decude out of context. Knowing Greek and Listin mouts glable words. b. Apply knowledge of the six important studies and really helps students who be supported to the six of any shade patents to read grade level words accurately. c. Use combined financing of the six of the students who be supported to the six of t		-					
or all letter-sound correspondences to a conception decreased and correspondences to a conception of content. Knowing Greek and Latin roots and affixes is an important students can detail the state of contents. Knowing Greek and Latin roots and affixes is an important students to read affixes is an important student who is a carrierly white partners to read grade level words accurately. It is not dear with sufficient accuracy of comprehension. It is not dear with sufficient accuracy and Latin affixes and roots to accurately read unfamiliar words. Fluency			_				
Correspondences to accurately read unfamiliar multisyllable words. D. Apply knowledge of the six onto and affairs at an important skill and really helps students who tuse into them. They use the word sydable patterns to read agade level words accurately. C. Use combined knowledge of the six		_	_				_
Security road unfamiliar Security Secu			· ·				
multisyllable words. b. Apply knowledge of the six beyond such as the left of the six of		•					
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sylleble patterns to read grade level words accurately, C. Use combined knowledge of of morphology to read period to the behight to include a level words accurately. J. Kow and apply common, grade-appropriate Greek and Latin affises and notes to accurately read unfamiliar words. Filterncy		· ·					
grade level words accurately, c. Use combined knowledge of morphology to read grade level words accurately, d. Know and apply common, grade-appropriate Greek and Latin affixes and morts to accurately read unfamiliar words. Fluency		b. Apply knowledge of the six	· ·				
Elluency Filluency S.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text with purpose and understanding. b. Read grade-level text with purpose and understanding. c. Disc contents from the final services of the life of the consistent with advisors or self-correct word recognition and understanding, reading. c. Use content to confirm or self-correct word recognition and understanding, reading as macessary. Writing Standards Wirting Standards Intended Now and apply common, grade-appropriate Greek and Latin affixes and roots to accurately, d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words. Intended distinguishes between grade level for a standard distinguishes between grade level for and the purpose and understanding. b. Read grade-level text with purpose and understanding, speaks to accomprehension. a. Read grade-level from grade level for a grade level from grade level grade level from grade level grade level from grade level grade level grade		syllable patterns to read	"common" which helps to narrow,				· · · · · · · · · · · · · · · · · · ·
of morphology to read grade level words accurately, d. Know and apply common, grade-appropriate Greek and Latin affiles and roots to accurately read unfamiliar words. Fluency S.R.F.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade level text with purpose and understanding, b. Read grade level ext with purpose and understanding, b. Read grade level ext with purpose and understanding, comprehension, so its unclear how poetry orally writh excuracy, appropriate rate, and expertsion on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as in tended for the first and self-self-self-self-self-self-self-self-		-	· · · · · · · · · · · · · · · · · · ·				_
standards. Seed with sufficient accuracy and fluency to support comprehension. a. Read grade-level near understanding. b. Read grade-level read understanding. specks to propriet read, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, as necessary. Seed with sufficient accuracy and fluency to support comprehension. a. Read grade-level read on level time to self-correct word recognition and understanding, as necessary. Seed with sufficient accuracy and fluency to support comprehension. a. Read grade-level read on level time to self-correct word recognition on the for students to have practice with reading to the for students to have practice with reading to the service of the for students to have practice with reading. the for students to have practice with reading the for students to have practice with reading, as necessary. Writing Standards		c. Use combined knowledge	list, ELA10 includes this				morphology to read grade level
G. Know and apply common, grade-appropriate freek and latin affixes and roots to accurately read unfamiliar words. Fluency S.RF.4. Fead with sufficient accuracy and fluency to support comprehension. a. Read grade-level tox with purpose and understanding, sealest to more poetry orally with accuracy appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Writi		of morphology to read grade	requirement in the language				words accurately.
S.F.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level from R.F. and and in the sundand specific procession on successive readings. D. Read grade-level text with purpose and understanding, speaks to experience the propose of the BF cornect word recognition and understanding, rereading as necessary. Writing Standards		level words accurately.	standards.				d. Know and apply common,
Fluency S.RF. 4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with apurpose and understanding. b. D. Read grade-level prose and operty or ally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading. reading fine for students to have practice with reading on their reading level best with and understanding, rereading fine for students from the intent in a meaningful way. Having both grade level and on level under the same standard may create confusion for educators. Wirking Standards		d. Know and apply common,					grade-appropriate Greek and
Sead with sufficient accuracy LAchieve: It is not clear why the sandard distinguishes between grade level" and "on level" for A a. Read grade-level teat with purpose and understanding, speaks to poetry orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, are needing as necessary. Writing Standards S		grade-appropriate Greek and					Latin affixes and roots to
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comprehension. a. Read grade-level text with purpose and understanding, speaks to	5.RF.4	Read with sufficient accuracy	1. Achieve: It is not clear why the	No revision needed	Language is consistent with "grade-level" for grades 3-		Read with sufficient accuracy and
a. Read grade-level text with purpose and understanding. Understanding, speaks to purpose and understanding, speaks to poetry orally with accuracy, appropriate rate, and performance of the standards and spectry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading level because the purpose of the RF same standards. The inclusion of grade level duraters from the intent in a meaningful way. Having both grade level and on level under the same standard may create confusion for educators. Writing Standards a. Read grade-level text with purpose and understanding, b. Read grade-level text with purpose and understanding, b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. g. Read grade-level text with purpose and understanding, b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading level because the purpose of the RF and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		and fluency to support	standard distinguishes between		5. Prior discussion based on MOWR Legislation		fluency to support
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appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. By the first standards is different from the standards. The inclusion of grade level detracts from the intent in a meaningful way. Having both grade level under the same standard may create confusion for educators. By the standard was intended here for students to have practice with reading not their reading level because the purpose of the RF because the purpose of the RF correct word recognition and understanding, rereading as necessary. By the standard was intended here for students to have practice with reading on their reading level because the purpose of the RF correct word recognition and understanding, rereading as necessary. By the standard was intended here for students to have practice with reading on their reading level and on successive readings. C. Use context to confirm or self-correct word recognition and understanding as necessary. By the standard was intended here for students to have practice with reading not successive readings. C. Use context to confirm or self-correct word recognition and understanding as necessary. By the standard was intended here for students to have practice with reading not successive readings. C. Use context to confirm or successive readings. C. Use c		b. Read grade-level prose and	comprehension, so it is unclear how				b. Read grade-level prose and
appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. By the first standards is different from the standards. The inclusion of grade level detracts from the intent in a meaningful way. Having both grade level under the same standard may create confusion for educators. By the standard was intended here for students to have practice with reading not their reading level because the purpose of the RF because the purpose of the RF correct word recognition and understanding, rereading as necessary. By the standard was intended here for students to have practice with reading on their reading level because the purpose of the RF correct word recognition and understanding, rereading as necessary. By the standard was intended here for students to have practice with reading on their reading level and on successive readings. C. Use context to confirm or self-correct word recognition and understanding as necessary. By the standard was intended here for students to have practice with reading not successive readings. C. Use context to confirm or self-correct word recognition and understanding as necessary. By the standard was intended here for students to have practice with reading not successive readings. C. Use context to confirm or successive readings. C. Use c		poetry orally with accuracy,	is it different from RL/RI standard				poetry orally with accuracy,
readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. with reading on their reading level because the purpose of the RF standards is different from the RI/RL standards. The inclusion of grade level detracts from the intent in a meaningful way. Having both grade level and on level under the same standard may create confusion for educators. writing Standards							appropriate rate, and expression
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as necessary. grade level detracts from the intent in a meaningful way. Having both grade level and on level under the same standard may create confusion for educators. Writing Standards		_					
in a meaningful way. Having both grade level and on level under the same standard may create confusion for educators. Writing Standards							·
grade level and on level under the same standard may create confusion for educators. Writing Standards			1-				
Same standard may create confusion for educators. Writing Standards							
Confusion for educators. Writing Standards			9				
Writing Standards			•				
Text Types and Purposes	Writing Sta	ndarde					

5.W.1	Write opinion pieces on			Write opinion pieces on topics or
	topics or texts, supporting a			texts, supporting a point of view
	point of view with reasons			with reasons and information.
	and information.			a. Introduce a topic or text
	a. Introduce a topic or text			clearly, state an opinion, and
	clearly, state an opinion, and			create an organizational structure
	create an organizational			in which ideas are logically
	structure in which ideas are			grouped to support the writer's
	logically grouped to support			purpose.
	the writer's purpose.			b. Provide logically ordered
	b. Provide logically ordered			reasons that are supported by
	reasons that are supported			facts and details.
	by facts and details.			c. Link opinion and reasons using
	c. Link opinion and reasons			words, phrases, and clauses (e.g.,
	using words, phrases, and			consequently, specifically).
	clauses (e.g., consequently,			d. Provide a concluding statement
	specifically).			or section related to the opinion
	d. Provide a concluding			presented.
	statement or section related			
	to the opinion presented.			

5.W.2	Write	No comments			Write informative/explanatory
	informative/explanatory texts				texts to examine a topic and
	to examine a topic and				convey ideas and information
	convey ideas and information				clearly.
	clearly.				a. Introduce a topic clearly,
	a. Introduce a topic clearly,				provide a general observation
	provide a general observation				and focus, and group related
	and focus, and group related				information logically; include
	information logically; include				formatting (e.g., headings),
	formatting (e.g., headings),				illustrations, and multimedia
	illustrations, and multimedia				when useful to aiding
	when useful to aiding				comprehension.
	comprehension.				b. Develop the topic with facts,
	b. Develop the topic with				definitions, concrete details,
	facts, definitions, concrete				quotations, or other information
	details, quotations, or other				and examples related to the
	information and examples				topic.
	related to the topic.				c. Link ideas within and across
	c. Link ideas within and				categories of information using
	across categories of				words, phrases, and clauses (e.g.,
	information using words,				in contrast, especially).
	phrases, and clauses (e.g., in				d. Use precise language and
	contrast, especially).				domain-specific vocabulary to
	d. Use precise language and				inform about or explain the topic.
	domain-specific vocabulary to				e. Provide a concluding statement
	inform about or explain the				or section related to the
	topic.				information or explanation
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5.W.3		No comments			Write narratives to develop real
	or imagined experiences or				or imagined experiences or
	events using effective technique,				events using effective technique,
	descriptive details, and clear				descriptive details, and clear
	event sequences.				event sequences.
	a. Orient the reader by				a. Orient the reader by
	establishing a situation and				establishing a situation and
	introducing a narrator and/or characters; organize an event				introducing a narrator and/or
	sequence that unfolds naturally.				characters; organize an event
	b. Use narrative techniques, such				sequence that unfolds naturally.
	as dialogue and description, to				b. Use narrative techniques, such
	develop experiences and events				as dialogue and description, to
	or show the responses of				_
	characters to situations.				develop experiences and events
	c. Use a variety of transitional				or show the responses of
	words and phrases to manage				characters to situations.
	the sequence of events.				c. Use a variety of transitional
	d. Use concrete words and				words and phrases to manage the
	phrases and sensory details to				sequence of events.
	convey experiences and events				d. Use concrete words and
	precisely.				phrases and sensory details to
	e. Provide a conclusion that				convey experiences and events
	follows from the narrated				precisely.
	experiences or events.				e. Provide a conclusion that
					follows from the narrated
					experiences or events.
					·
	and Distribution of Writing				
5.W.4	Produce clear and coherent	No comments			Produce clear and coherent
	writing in which the				writing in which the development
	development and				and organization are appropriate
1	organization are appropriate				to task, purpose, and audience.
	to task, purpose, and				(Grade-specific expectations for
	audience. (Grade-specific				writing types are defined in
	expectations for writing types				standards 1–3 above.)
	are defined in standards 1–3				
	above.)				
	455 vc.,				
L					

5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	No comments			With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
5.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.	Achieve: An undefined length expectation could lead to equity issues.	Minimum length expectation removed to allow for range of writing dependent upon purpose and task.		With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
Research to	Build and Present Knowledge				
5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.	1. Achieve: The addition of "to answer a specific question" brings focus to writing, and highlights that research answers questions. However, the wording "a specific question" may be unintentionally narrowing, especially if a students is conducting research and has more than one question to address.	Clear as written		Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.
5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	No comments			Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature. b. Apply grade 5 Reading	1. Achieve: The revision is a lot cleaner and easier to digest. This also focuses the standard on the importance of reading in support of writing.			Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature. b. Apply grade 5 Reading standards to informational texts.
	standards to informational texts.				2
Range of W	riting				
5.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No comments			Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writing: Fou	ındational Skills				
Sound Lette	r Basics and Handwriting				

5.WF.1	This standard was not		If teaching cursive	Working group agrees	Demonstrate and apply
	present in the initial draft of		is required in third		handwriting skills.
	•		grade this	should extend	a. Read and write cursive letters,
	the 2016 ELA Standards.		_	through 5th grade to	
			standard needs to	support mastery of	upper and lower case.
			be continued into	cursive and	b. Transcribe ideas legibly and
			the next grade		fluently with appropriate spacing
			levels so the skills		and indentation.
			are not lost. This	Standard should read	
			happened when I	" Demonstrate and	
			taught 5th grade	apply handwriting	
			20 years ago,	skills.a. Read and	
			because students	write cursive letters, upper and lower	
			did not continue	case.b. Transcribe	
			cursive in 4th	ideas legibly and	
			grade I would	fluently in cursive and	
			need to retch in	manuscript.	
			5th.	The inclusion of	
				cursive writing	
				standards is	
				supported by current	
				brain research.	
				Producing legible	
				writing quickly may	
				feel like an automatic	
				process for adults but	
				for children, the development of	
				handwriting is a	
				complex task	
				requiring	
				coordination of	
				cognitive, motor, and	
Speaking a	and Listening Standards				
Comprehe	nsion and Collaboration				

5.SL.1	Engage effectively in a range	No comments	I		Engage effectively in a range of
3.36.1	of collaborative discussions	No comments			collaborative discussions (one-on-
	(one-on-one, in groups, and				one, in groups, and teacher-led)
	teacher-led) with diverse				with diverse partners on grade 5
	partners on grade 5 topics				topics and texts, building on
	and texts, building on others'				others' ideas and expressing their
	ideas and expressing their				own clearly.
	own clearly.				a. Come to discussions prepared
	a. Come to discussions				having read or studied required
	prepared having read or				material; explicitly draw on that
	studied required material;				preparation and other
	explicitly draw on that				information known about the
	preparation and other				topic to explore ideas under
	information known about the				discussion.
	topic to explore ideas under				b. Follow agreed-upon rules for
	discussion.				discussions and carry out
	b. Follow agreed-upon rules				assigned roles.
	for discussions and carry out				c. Pose and respond to specific
	assigned roles.				questions by making comments
	c. Pose and respond to				that contribute to the discussion
	specific questions by making				and elaborate on the remarks of
	comments that contribute to				others.
	the discussion and elaborate				d. Review the key ideas expressed
	on the remarks of others.				and draw conclusions based on
	d. Review the key ideas				information and knowledge
	expressed and draw				gained from the discussions.
	conclusions in light of				
	information and knowledge				
	gained from the discussions.				
	gamea irom the discussions.				
5.SL.2	Summarize a written text	No comments			Summarize a written text read
3.32.2	read aloud or information				aloud or information presented in
	presented in diverse media				diverse media and formats,
	and formats, including				including visually, quantitatively,
	visually, quantitatively, and				and orally.
	orally.				and Orany.
	orany.				
5.SL.3	Summarize the points a	No comments			Summarize the points a speaker
	speaker makes and explain				makes and explain how each
	how each claim is supported				claim is supported by reasons and
	by reasons and evidence.				evidence.
	1				
Presentati	ion of Knowledge and Ideas				

5.SL.4	present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas	No comments			Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak
	or themes; speak clearly at an understandable pace.				clearly at an understandable pace.
5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	No comments			Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	No comments			Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
Language	Standards				
Conventio	ns of Standard English				

5.L.1	Demonstrate command of	No comments			Demonstrate command of the
	the conventions of Standard				conventions of Standard English
	English grammar and usage				grammar and usage when writing
	when writing or speaking.				or speaking.
	a. Explain the function of				a. Explain the function of
	conjunctions, prepositions,				conjunctions, prepositions, and
	and interjections in general				interjections in general and their
	and their function in				function in particular sentences.
	particular sentences.				b. Form and use the perfect (e.g.,
	b. Form and use the perfect				I had walked; I have walked; I will
	(e.g., I had walked; I have				have walked) verb tenses.
	walked; I will have walked)				c. Use verb tense to convey
	verb tenses.				various times, sequences, states,
	c. Use verb tense to convey				and conditions.
	various times, sequences,				d. Recognize and correct
	states, and conditions.				inappropriate shifts in verb tense.
	d. Recognize and correct				e. Use correlative conjunctions
	inappropriate shifts in verb				(e.g., either/or, neither/nor).
	tense.				f. Write and organize one or more
	e. Use correlative				paragraphs that contain: a topic
	conjunctions (e.g., either/or,				sentence, supporting details, and
	neither/nor).				a conclusion that is appropriate
	f. Write and organize one or				to the writing task (Reference
	more paragraphs that				Writing standards 1-3).
	contain: a topic sentence,				
	supporting details, and a				
	conclusion that is appropriate				
	to the writing task (Reference				
	Writing standards 1-3).				

E 1 2	Domonaturate common d of	No commonte	Γ		Dama an atmost a common of all the
5.L.2		No comments			Demonstrate command of the
	the conventions of Standard				conventions of Standard English
	English capitalization,				capitalization, punctuation, and
	punctuation, and spelling				spelling when writing.
	when writing.				a. Use punctuation to separate
	a. Use punctuation to				items in a series.
	separate items in a series.				b. Use a comma to separate an
	b. Use a comma to separate				introductory element from the
	an introductory element from				rest of the sentence.
	the rest of the sentence.				c. Use a comma to set off the
	c. Use a comma to set off the				words yes and no (e.g., Yes, thank
	words yes and no (e.g., Yes,				you), to set off a tag question
	thank you), to set off a tag				from the rest of the sentence
	question from the rest of the				(e.g., It's true, isn't it?), and to
	sentence (e.g., It's true, isn't				indicate direct address (e.g., Is
	it?), and to indicate direct				that you, Steve?).
	address (e.g., Is that you,				d. Use underlining, quotation
	Steve?).				marks, or italics to indicate titles
	d. Use underlining, quotation				of works.
	marks, or italics to indicate				e. Spell grade-appropriate words
	titles of works.				correctly, consulting references as
	e. Spell grade-appropriate				needed.
	words correctly, consulting				
	references as needed.				
Knowleds	l ge of Language				
5.L.3	Use knowledge of language	No comments			Use knowledge of language and
5.2.5	and its conventions when				its conventions when writing,
	writing, speaking, reading, or				speaking, reading, or listening.
	listening.				a. Expand, combine, and reduce
	a. Expand, combine, and				sentences for meaning,
	reduce sentences for				reader/listener interest, and
	meaning, reader/listener				style.
	interest, and style.				b. Compare and contrast the
	b. Compare and contrast the				varieties of English (e.g., dialects,
	varieties of English (e.g.,				registers) used in stories, dramas,
	dialects, registers) used in				or poems.
	stories, dramas, or poems.				
Vocabula	ry Acquisition and Use				

5.L.4	Determine or clarify the	1. Dr. Stotsky: At every grade level,	1. Standards should read:	1. Based on Dr. Stotsky's feedback and feedback from the	Determine or clarify the meaning
		students are advised to draw from certain	Determine or clarify the	Arizona Standards Development Committee in the 11/30/16	of unknown and multiple-
	multiple-meaning words and	strategies to determine the meaning of	meaning of unknown and	meeting, the indicator for context clues will be moved from the	meaning words and phrases
	phrases based on grade 5	unfamiliar words. The first strategy always	multiple-meaning words and	first strategy to a placement that better indicates that it is one	based on grade 5 reading and
	reading and content	recommended is to "use context clues."	phrases based on grade 5	strategy, not the primary strategy, for determining the meaning	content, choosing flexibly from a
	choosing flexibly from a	Not only should this pedagogical strategy	reading and content, choosing	of an unknown word.	range of strategies.
		be stricken from this document, it should	flexibly from a range of	The indicate in a state in a second consulator.	_
	range of strategies.	not be taught in education methods courses. There is NO body of research to	strategies.	The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found	a. Use common, grade-
	a. Use context (e.g.,	support it, and it doesn't make sense. Nor	a. Use common, grade- appropriate Greek and Latin	to improve students' word learning strategies. Students that	appropriate Greek and Latin
	cause, effect relationships	id the National Reading Panel's 2000	affixes and roots as clues to	received six weeks of explicit instruction in context clues were	affixes and roots as clues to the
	and comparisons in text) as a	report recommend this strategy. In	the meaning of a word (e.g.,	more able to effectively determine the meaning of unknown	meaning of a word (e.g.,
	clue to the meaning of a	authentic writing, one usually does not	photograph, photosynthesis).	words than students that did not receive the instruction (Jensen,	photograph, photosynthesis).
	word or phrase.	find "clues" to the meaning of an	b. Use context (e.g.,	2009). A multitude of words require specified syntactic and	b. Use context (e.g., cause/effect
	b. Use common, grade-	unfamiliar word. Strong reading, writing,		semantic contexts to assist learners to determine their	relationships and comparisons in
	1 ' ' '	and speaking vocabularies are developed	comparisons in text) as a clue	meanings (Chilton & Ehri, 2015). According to research found in	text) as a clue to the meaning of a
	affixes and roots as clues to	in other ways.	to the meaning of a word or	Appendix A (vocabulary instructional methods 4-33) of the	word or phrase.
	the meaning of a word (e.g.,	2 Dr. Statelay As for amissions Jam	phrase. c. Consult reference materials	National Reading Panel (1999), students used context clues	c. Consult reference materials
	photograph, photosynthesis).	2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary	(e.g., dictionaries, glossaries,	embedded in paragraphs to help them learn meanings of unknown words. In contextual analysis, context clues are	(e.g., dictionaries, glossaries,
	c. Consult reference materials	skills expected of elementary students. In	thesauruses), both print and	primarily used before reviewing words and definitions (NRP,	thesauruses), both print and
	(e.g., dictionaries, glossaries,	pre-Common Core Massachusetts	digital, to find the	1999). This order and progression of word learning strategies in	digital, to find the pronunciation
	thesauruses), both print and	standards, dictionary skills were to be	pronunciation and determine	Appendix A of the National Reading Panel also supports the	and determine or clarify the
	digital, to find the	taught in all elementary grades and were	or clarify the precise meaning	progression of using contextual analysis, then word analysis	precise meaning of key words and
	pronunciation and determine	assessed on state tests for many years.	of key words and phrases.	(root words and prefixes) and then reference materials as found	phrases.
	or claimy the precise meaning	Standards for dictionary skills should be		in Language Standard 4 subcategories a through d. Research	
	of key words and phrases.	added.	2. See note: The K-12 ELA	supports the presence of the indicator calling for the use of	
			standards for dictionary skills	context as one clue to help determine the meaning of an	
			were augmented in the Writing Foundations sub-	unfamiliar word. The ELA standards are intended as an integrated model that	
			strand.	addresses unknown words in the reading foundational standards	
			Straina.	(Standard 4), informational and literary standards (Standard 4),	
				as well as the language standards (Standard 4). Through this	
				integrated model, the use of context clues is necessary for the	
F 1 F	Daniela de la contra di co	NI		end goal of comprehension inference and deener analysis. If	Davis a saturate con describes discrete
5.L.5		No comments			Demonstrate understanding of
	of figurative language, word				figurative language, word
	relationships, and nuances in				relationships, and nuances in
	word meanings.				word meanings.
	a. Interpret figurative				a. Interpret figurative language,
	language, including similes				including similes and metaphors,
	and metaphors, in context.				in context.
	b. Recognize and explain the				b. Recognize and explain the
	meaning of common idioms,				meaning of common idioms,
	adages, and proverbs.				adages, and proverbs.
	c. Use the relationship				c. Use the relationship between
	between particular words				particular words (e.g., synonyms,
	(e.g., synonyms, antonyms,				antonyms, homographs) to better
	homographs) to better				understand each of the words.
	understand each of the				
	words.				1
					1
					1
					1

5.L.6	Acquire and use accurately	No comments			Acquire and use accurately grade-
	grade-appropriate general				appropriate general academic
	academic and domain-				and domain-specific words and
	specific words and phrases,				phrases, including those that
	including those that signal				signal contrast, addition, and
	contrast, addition, and other				other logical relationships (e.g.,
	logical relationships (e.g.,				however, although, nevertheless,
	however, although,				similarly, moreover, in addition).

6th Grade

	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	to a Change in a Standard	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standard	ls for Literature						
Key Ideas and De							
6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No comments					Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	No comments					Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.						Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structu							
	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	No comments					Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.			Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	No comments		Explain how an author develops the point of view of the narrator or speaker in a text.
	of Knowledge and Ideas			
6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.			Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
6.RL.8	(Not applicable to literature)	No comments		(Not applicable to literature)
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	No comments		Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Range of Re	ading and Level of Text			

6 DL 10	By the and of the year	1. Achieve: There should be some indication that	Based on the technical	1. Achieve: All comments a-c refer to the high or low end of		By the end of the year
6.RL.10	By the end of the year,	grade 6 texts are at the low end of the text	feedback from Dr.	the text complexity band. The RL 10 standards have been		By the end of the year,
ĺ	proficiently and	complexity band. Without strong guidance on text		revised to state "By the end of the year, proficiently and		proficiently and
ĺ	independently read and	complexity, this may be wildly misunderstood.	Achieve: The brief	independently read and comprehend literature including		independently read and
1	comprehend literature,	What happens with assessment developers? They		stories, dramas, and poety, in a text complexity range		comprehend literature,
1	including stories,	will have their own definition. Does AZ have		determined by qualitative and quantitative measures		including stories, dramas,
ĺ	dramas, and poetry, in a	quantitative measures defined for each grade or		appropriate to grade" The revised RI 10 standard states "By		and poetry, in a text
ĺ	text complexity range	grade band? The other issue is that each grade	its place was added an	the end of the year, proficiently and independently read and		complexity range
1	determined by	band has defined this differently which creates	expanded document that	comprehend informational texts and nonfiction in a text		determined by qualitative
1	qualitative and	even more confusion.	defines text complexity,	complexity range determined by qualitative and quantitative		and quantitative measures
1	quantitative measures		text difficulty,	measures appropriate to grade" Thus, there is a range		·
ĺ	•	2. Elizabeth Pope: It may be helpful to include	quantitative measures,	embedded in the new standard allowing educators/local		appropriate to grade 6.
1	appropriate to grade 6.	definitions of or some guidelines as to what	and qualitative measures.	education agencies to choose the range appropriate for their		
1		qualifies as reading "proficiency" and what reading	This section further	students and meet their needs. Additionally, an expanded		
1		"independently" means. Both of these terms are	explains what it means to	explanation of text complexity and related terms is included in		
1		used in the Range of Reading and Level of Text	read "independently" and	the glossary.		
ĺ		Complexity cluster of standards in the Reading	"proficiently".			
ĺ		Standards for Literature strand without any kind of	Additionally, this new	2. Elizabeth Pope: The terms "proficiently" and		
ĺ		clear definition of what proficiency and	section of the glossary	"independently" are expanded upon in the Text Complexity		
ĺ		independence look like.	provides guidance on how	section that was added to the ELA Glossary, which will help to		
ĺ			to use qualitiative and	guide educators when applying the standard.		
ĺ		3. Dr. Stotsky: The draft standards do not provide	quantitative measures to			
ĺ		any clues about the level of reading difficulty	· '	3. Dr. Stotsky: The newly phrased text complexity standards		
ĺ		desired-at any grade. The suggestion that teachers		provide clarification that educators are to use quantitative and		
ĺ		use "qualitative and quantitative measures	of a text for a grade-level.	qualitative measures to determine whether a text is		
ĺ		appropriate to the grade" are of little use. How		approrpriately complex for a specific grade-level. The newly		
ĺ		would new teachers, especially, know what is		expanded text complexity section in the glossary defines these		
1		appropriate to the grade? Most teachers don't		terms and explains how to employ them together to determine		
ĺ		have time to apply quantitative measures to every		text complexity. The newly phrased standards and the new		
1		text they want to consider. Nor will a coherent		text complexity section of the glossary will provide guidance to		
ĺ		curriculum result from the use of such measures.		educators while empowering schools and districts to make		
1				informed text selections for their students.		
ĺ						
ĺ				4. Response to public comments calling for the addition of		
Reading Stand	ards for Informational Text			"reader and task considerations" to the standards: Reader and		
Key Ideas and I						
6.RI.1	Cite textual evidence to	No comments				Cite textual evidence to
0.KI.1		No comments				
1	support analysis of what					support analysis of what
1	the text says explicitly as					the text says explicitly as
ĺ	well as inferences drawn					well as inferences drawn
1	from the text.					from the text.
ĺ						
ĺ						
6.RI.2	Determine a central idea	No comments				Determine a central idea
J	of a text and how it is					of a text and how it is
1						
	conveyed through					conveyed through
	particular details;					particular details; provide
	provide a					a summary of the text
1	summary of the text					distinct from personal
*			_	•	•	
	distinct from personal					opinions or judgements.
	distinct from personal					opinions or judgements.
						opinions or judgements.

			1	1		
6.RI.3	· ·	No comments				Analyze in detail how a
	key individual, event, or					key individual, event, or
	idea is introduced,					idea is introduced,
	illustrated, and					illustrated, and developed
	developed in a text					in a text (e.g., through
	(e.g., through examples					examples or anecdotes).
	or anecdotes).					
	,					
Craft and St	ructure					
6.RI.4	Determine the meaning	No comments				Determine the meaning of
	of words and phrases as					words and phrases as they
	they are used in a text,					are used in a text,
	including figurative,					including figurative,
	connotative, and					connotative, and technical
	technical meanings.					meanings.
6.RI.5	Analyze how a particular	No comments				Analyze how a particular
	sentence, paragraph,					sentence, paragraph,
	chapter, or section fits					chapter, or section fits
	into the overall structure					into the overall structure
	of a text and contributes					of a text and contributes
	to the development of					to the development of the
	the ideas.					ideas.
6.RI.6	Determine an author's	No comments				Determine an author's
	point of view or purpose					point of view or purpose
	in a text and explain how					in a text and explain how
	it is conveyed in the text.					it is conveyed in the text.
						l como como como
Integration	of Knowledge and Ideas					
6.RI.7	Integrate information	No comments				Integrate information
	presented in different					presented in different
	media or formats (e.g.,					media or formats (e.g.,
	visually, quantitatively)					visually, quantitatively) as
	as well as in					well as in
	words to develop a					words to develop a
	coherent understanding					coherent understanding of
	of a topic or issue.					a topic or issue.
	of a topic of issue.					a topic of issue.
6.RI.8	Trace and evaluate the	No comments	+			Trace and evaluate the
0.111.0	argument and specific	The comments				argument and specific
	claims in a text,					claims in a text,
	distinguishing claims					distinguishing claims that
	that are supported by					are supported by reasons
	reasons and evidence					and evidence from claims
	from claims that are not.					that are not.
		!		ļ		

6.RI.9		1. Achieve: The elimination of the example	The K-12 workgroup		
0.111.5	Compare and contrast	(from the 2010 standard) may cause some			Compare and contrast one
	· ·	confusion in the field. Consider adding			•
		_	remove all examples		author's presentation of
			that appeared to		events with that of
		the original one felt too narrow.	dictate curriculum.		another author.
	author.		Examples can be		
			added at the local		
			level.		
	and Level of Text				
6.RI.10	By the end of the year,		Based on the technical	1. Achieve: All comments a-c refer to the high or low end of	By the end of the year,
	proficiently and	grade 6 texts are at the low end of the text	feedback from Dr.	the text complexity band. The RL 10 standards have been	proficiently and
	independently read and	1	Stotsky, Dr. Pope, and	revised to state "By the end of the year, proficiently and	independently read and
	comprehend	complexity, this may be wildly misunderstood.	Achieve: The brief	independently read and comprehend literature including	comprehend informational
	informational touts and		definition for <i>Text</i>	stories, dramas, and poety, in a text complexity range	texts and nonfiction in a
		will have their own definition. Does AZ have		determined by qualitative and quantitative measures	text complexity range
		quantitative measures defined for each grade or		appropriate to grade" The revised RI 10 standard states "By	
	l ' '	grade band? The other issue is that each grade	its place was added an	the end of the year, proficiently and independently read and	determined by qualitative
	,	band has defined this differently which creates even more confusion.	expanded document that	comprehend informational texts and nonfiction in a text	and quantitative measures
	qualitative and	even more confusion.	defines text complexity, text difficulty,	complexity range determined by qualitative and quantitative	appropriate to grade 6.
	quantitative measures	2. Elizabeth Pope: It may be helpful to include	quantitative measures,	measures appropriate to grade" Thus, there is a range embedded in the new standard allowing educators/local	
	appropriate to grade 6.		and qualitative measures.	education agencies to choose the range appropriate for their	
		qualifies as reading "proficiency" and what reading		students and meet their needs. Additionally, an expanded	
		"independently" means. Both of these terms are		explanation of text complexity and related terms is included in	
		used in the Range of Reading and Level of Text	read "independently" and		
		Complexity cluster of standards in the Reading	"proficiently".	,	
		Standards for Literature strand without any kind of		2. Elizabeth Pope: The terms "proficiently" and	
		clear definition of what proficiency and	section of the glossary	"independently" are expanded upon in the Text Complexity	
		independence look like.	provides guidance on how	section that was added to the ELA Glossary, which will help to	
			to use qualitiative and	guide educators when applying the standard.	
		3. Dr. Stotsky: The draft standards do not provide	quantitative measures to		
		any clues about the level of reading difficulty		3. Dr. Stotsky: The newly phrased text complexity standards	
		desired-at any grade. The suggestion that teachers		provide clarification that educators are to use quantitative and	
		use "qualitative and quantitative measures	of a text for a grade-level.	qualitative measures to determine whether a text is	
		appropriate to the grade" are of little use. How		approrpriately complex for a specific grade-level. The newly	
		would new teachers, especially, know what is		expanded text complexity section in the glossary defines these	
		appropriate to the grade? Most teachers don't		terms and explains how to employ them together to determine	
		have time to apply quantitative measures to every		text complexity. The newly phrased standards and the new	
		text they want to consider. Nor will a coherent		text complexity section of the glossary will provide guidance to	
		curriculum result from the use of such measures.		educators while empowering schools and districts to make informed text selections for their students.	
				imormed text selections for their students.	
				Response to public comments calling for the addition of	
				"reader and task considerations" to the standards: Reader and	
Writing Standard					
Text Types and Pr	urposes				

support cla	aims with clear			Write arguments to
				support claims with clear
reasons ar	nd relevant			reasons and relevant
evidence.				evidence.
a. Introduc	ce claim(s) and			a. Introduce claim(s) and
organize tl	he reasons and			organize the reasons and
evidence c	clearly.			evidence clearly.
b. Support	t claim(s) with			b. Support claim(s) with
clear reaso	ons and			clear reasons and relevant
relevant e	vidence, using			evidence, using credible
credible so	ources and			sources and
demonstra	ating an			demonstrating an
understan	iding of the			understanding of the topic
topic or te	ext.			or text.
c. Use wor	rds, phrases,			c. Use words, phrases, and
and clause	es to clarify the			clauses to clarify the
relationshi	ips among			relationships among
claim(s) ar	nd reasons.			claim(s) and reasons.
d. Establisl	h and maintain			d. Establish and maintain a
a formal st	tyle.			formal style.
e. Provide	a concluding			e. Provide a concluding
statement	t or section			statement or section that
that follow	ws from the			follows from the argument
argument	presented.			presented.

6.W.2	Write informative/explanatory No comments	Write informative/explanatory
U. W Z	texts to examine a topic and	texts to examine a topic and
	convey ideas, concepts, and	convey ideas, concepts, and
	information	information
	through the selection,	through the selection,
	organization, and analysis of	organization, and analysis of
	relevant content.	relevant content.
	a. Introduce a topic; organize	a. Introduce a topic; organize
	ideas, concepts, and	ideas, concepts, and information,
	information, using strategies	using strategies such as
	such as definition,	definition,
	classification,	classification,
		•
	comparison/contrast, and	comparison/contrast, and
	cause/effect; include	cause/effect; include formatting
	formatting (e.g., headings),	(e.g., headings), graphics (e.g.,
	graphics (e.g., charts, tables),	charts, tables), and multimedia
	and multimedia when useful to	when useful to aiding
	aiding comprehension.	comprehension.
	b. Develop the topic with	b. Develop the topic with
	relevant facts, definitions,	relevant facts, definitions,
	concrete details, quotations, or	concrete details, quotations, or
	other information and	other information and examples.
	examples.	c. Use appropriate transitions to
	c. Use appropriate transitions	clarify the relationships among
	to clarify the relationships	ideas and concepts.
	among ideas and concepts.	d. Use precise language and
	d. Use precise language and	domain-specific vocabulary to
	domain-specific vocabulary to	inform about or explain the topic.
	inform about or explain the	e. Establish and maintain a
	topic.	formal style.
	e. Establish and maintain a	f. Provide a concluding statement
	formal style.	or section that follows from the
	f. Provide a concluding	information or explanation
	statement or section that	presented.
	follows from the information or	
	explanation presented.	

C 14/ 2	Write parratives to develop	No comments			Write narratives to develop
6.W.3	Write narratives to develop	INO Comments			real or imagined experiences or
	real or imagined				events using effective
	experiences or events using				
	effective technique,				technique, relevant descriptive details, and well-structured
	relevant descriptive details,				
	and well-structured event				event sequences.
	sequences.				a. Engage and orient the reader
	a. Engage and orient the				by establishing a context and introducing a narrator and/or
	reader by establishing a				characters; organize an event
	context and introducing a				sequence that unfolds naturally
	narrator and/or characters;				
	organize an event sequence				and logically.
	that unfolds naturally and				b. Use narrative techniques,
	logically.				such as dialogue, pacing, and
	b. Use narrative techniques,				description, to develop
	such as dialogue, pacing,				experiences, events, and/or
	and description, to develop				characters. c. Use a variety of transition
	experiences, events, and/or				
	characters.				words, phrases, and clauses to
	c. Use a variety of transition				convey sequence and signal
	words, phrases, and clauses				shifts from one time frame or
	•				setting to another.
	to convey sequence and signal shifts from one time				d. Use precise words and
	_				phrases, relevant descriptive
	frame or setting to another.				details, and sensory language
	d. Use precise words and				to convey experiences and
	phrases, relevant				events.
	descriptive details, and				e. Provide a conclusion that
	sensory language to convey				follows from the narrated
	experiences and events.				experiences or events.
	e. Provide a conclusion that				
	follows from the narrated				
	experiences or events.				
Production and	Distribution of Writing				
6.W.4		No comments			Produce clear and
O. VV		The confinence			
	coherent writing in				coherent writing in which
	which the development,				the development,
	organization, and style				organization, and style are
	are appropriate to task,				appropriate to task,
	purpose, and audience.				purpose, and audience.
	(Grade-specific				(Grade-specific
	expectations for writing				expectations for writing
	types are defined in				types are defined in
	standards 1–3 above.)				standards 1–3 above.)
<u></u>					

6.W.5	With some guidance and	No comments			With some guidance and
0.00.5	_	No comments			=
	support from peers and				support from peers and
	adults, develop and				adults, develop and
	strengthen writing as				strengthen writing as
	needed by planning,				needed by planning,
	revising, editing,				revising, editing, rewriting,
	rewriting, or trying a				or trying a new approach.
	new approach. (Editing				(Editing for conventions
	for conventions should				should demonstrate
CAMIC	domonstrato command	No comments			command of Languago
6.W.6	Use technology,	No comments			Use technology, including
	including the internet, to				the internet, to type and
	type and publish writing				publish writing as well as
	as well as to interact and				to interact and collaborate
	collaborate with others;				with others; demonstrate
	demonstrate sufficient				sufficient command of
	command of				keyboarding skills to
	kevboarding skills to				complete a writing task in
	Build and Present Knowledge				
6.W.7	Conduct short research	No comments			Conduct short research
	projects to answer a				projects to answer a
	question, drawing on				question, drawing on
	several sources and				several sources and
	refocusing the inquiry				refocusing the inquiry
	when appropriate.				when appropriate.
6.W.8	Gather relevant	No comments			Gather relevant
	information from				information from multiple
	multiple print and digital				print and digital sources;
	sources; assess the				assess the credibility of
	credibility of each				each source; and quote or
	source; and quote or				paraphrase the data and
	paraphrase the data and				conclusions of others
	conclusions of others				while avoiding plagiarism
	while avoiding				and providing basic
	plagiarism and providing				bibliographic information
	basic bibliographic				for sources.
	information for sources.				

6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature. b. Apply grade 6 Reading standards to literature. bile in the standards to literary nonfiction.	No comments			Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature. b. Apply grade 6 Reading standards to literary nonfiction.
Range of Writing	g				
6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Lis	stening Standards				
Comprehension	and Collaboration				

C CL 4	Engago offostivaluin a mara-	IN		Engago offortively in a research
6.SL.1		No comments		Engage effectively in a range of collaborative discussions
	of collaborative discussions			(one-on-one, in groups, and
	(one-on-one, in groups, and			teacher-led) with diverse
	teacher-led)			partners on grade 6 topics, texts,
	with diverse partners on			and issues, building on others'
	grade 6 topics, texts, and			ideas and expressing their own
	issues, building on others'			clearly.
	ideas and expressing their			a. Come to discussions prepared
	own clearly.			having read or studied required
	a. Come to discussions			material; explicitly draw on that
	prepared having read or			preparation by referring to
	studied required material;			evidence on the topic, text, or
	explicitly draw on that			issue to probe and reflect on
	preparation by referring to			ideas under discussion.
	evidence on the topic, text,			b. Follow rules for collegial
	or issue to probe and reflect			discussions, set specific goals and
	on ideas under discussion.			deadlines, and define individual
	b. Follow rules for collegial			roles as needed.
	discussions, set specific goals			c. Pose and respond to specific
	and deadlines, and define			questions with elaboration and
	individual roles as needed.			detail by making comments that
	c. Pose and respond to			contribute to the topic, text, or
	specific questions with			issue under discussion.
	elaboration and detail by			d. Review the key ideas
	making comments that			expressed, draw conclusions, and demonstrate understanding of
	contribute to the topic, text,			demonstrate understanding of multiple perspectives through
	or issue under discussion.			reflection and paraphrasing.
	d. Review the key ideas			Tenection and paraphrasing.
	expressed and demonstrate			
	understanding of multiple			
	perspectives through			
	reflection and paraphrasing.			
	1			
6.SL.2	Interpret information	No comments		Interpret information
U.3L.2		INO COMMINENTS		I
	presented in diverse			presented in diverse
	media and formats (e.g.,			media and formats (e.g.,
	visually, quantitatively,			visually, quantitatively,
	and orally) and explain			and orally) and explain
	how it contributes to a			how it contributes to a
				topic, text, or issue under
	topic, text, or issue			
	under study.			study.
		<u> </u>		
6.SL.3	Delineate a speaker's	No comments		Delineate a speaker's
	argument and specific			argument and specific
	claims, distinguishing			claims, distinguishing
	claims that are			claims that are supported
	supported by reasons			by reasons and evidence
	and evidence from			from claims that are not.
	ciaims that are not.			
	claims that are not.			
D 1 :1	of Knowledge and Ideas			

6.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate				Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate
	eye contact, adequate volume, and clear pronunciation.				eye contact, adequate volume, and clear pronunciation.
6.SL.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	No comments			Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	No comments			Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
Language Star					
Conventions of	of Standard English				

!	Standard English				English grammar and usage
!	grammar and usage				when writing or
!	when writing or				speaking.
!	speaking.				a. Ensure that pronouns are
!					in the proper case
!	a. Ensure that pronouns				(subjective, objective, and
!	are in the proper case				possessive).
!	(subjective, objective,				b. Use intensive pronouns
!	and possessive).				(e.g., myself, ourselves).
!	b. Use intensive				c. Recognize and correct inappropriate shifts in
!	pronouns (e.g., myself,				pronoun number and person.
!	ourselves).				d. Recognize and correct
!	c. Recognize and correct				vague pronouns (i.e., ones
!	inappropriate shifts in				with unclear or ambiguous
	pronoun number and				antecedents).
	person.				e. Recognize variations from
	d. Recognize and correct				Standard English in their own
!	vague pronouns (i.e.,				and others' writing and
!	ones with unclear or				speaking, and identify and
!	ambiguous				use strategies to improve
!	antecedents).				expression in conventional
!	e. Recognize variations				language.
!	from Standard English in				
!	their own and others'				
!	writing and speaking,				
!	and identify and use				
!	strategies to improve				
!	expression in				
!	conventional language.				
6.L.2		1. Achieve: This is a good revision, the new	Comment supports		Demonstrate command of
,			the revised standard.		the conventions of
!	Standard English	The same of the sa			Standard English
!	capitalization,				capitalization,
	punctuation, and				punctuation, and spelling
	spelling when writing.				when writing.
	a. Use punctuation				a. Use punctuation
	(commas, parentheses,				(commas, parentheses,
	dashes) to set off				dashes) to set off
	nonrestrictive/parenthet				nonrestrictive/parenthetic
	ical elements.				al elements.
	b. Use correct spelling.				b. Use correct spelling.
	b. Ose correct spennig.				b. Ose correct spennig.
1					
1					
	nguage				

language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistent style and tone.	the asterisk to indicate that the skill will need continuous attention as students move throughout the grades. Has this expectation been retained, through something like the Language Progressive	The current Language Progressive Skills Chart is no longer in the standards but will be included in forthcoming guidance documents.		Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistent style and tone.
Vocabulary Acquisition and Use				
multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the	determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways. 2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase. 2. See note: The K-12 ELA	1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee at the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word. Additionally, the parenthetical reference to using context in indicator "d" will be removed so that there is not duplication within the standard and to align vertically with the 11-12th grade, which removed the parenthetical reference alltogether. The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve students' word learning strategies. Students that received six weeks of explicit instruction in context clues were more able to effectively determine the meaning of unknown words than students that did not receive the instruction (Jensen, 2009). A multitude of words require specified syntactic and semantic contexts to assist learners to determine their meanings (Chilton & Ehri, 2015). According to research found in Appendix A (vocabulary instructional methods 4-33) of the National Reading Panel (1999), students used context clues embedded in paragraphs to help them learn meanings of unknown words. In contextual analysis, context clues are primarily used before reviewing words and definitions (NRP, 1999).This order and progression of word learning strategies in Appendix A of the National Reading Panel also supports the progression of using contextual analysis, then word analysis (root words and prefixes) and then reference materials as found in Language Standard 4 subcategories a through d. Research supports the presence of the indicator calling for the use of context as one clue to help determine the meaning of an unfamiliar word. The ELA standards are intended as an integrated model that addresses unknown words in the reading foundational standards (Standard 4), informational and literary standards (Standard 4), as	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.

6.L.5	Demonstrate	No comments			Demonstrate
0.2.3	understanding of	No comments			understanding of
	figurative language,				figurative language, word
	word relationships, and nuances in word				relationships, and nuances in word meanings.
	meanings.				a. Interpret figures of
	a. Interpret figures of				speech (e.g.,
	speech (e.g.,				personification) in context.
	personification) in				b. Use the relationship
	context.				between particular words
	b. Use the relationship				(e.g., cause/effect,
	between particular				part/whole,
	words (e.g.,				item/category) to better
	cause/effect,				understand each of the
	part/whole,				words.
	item/category) to better				c. Distinguish among the
	understand each of the				connotations
	words.				(associations) of words
	c. Distinguish among the				with similar denotations
	connotations				(definitions) (e.g., stingy,
	(associations) of words				scrimping, economical,
	with similar denotations				unwasteful, thrifty).
	(definitions) (e.g., stingy,				
	scrimping, economical,				
	unwasteful, thrifty).				
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
6.L.6	Acquire and use	No comments			Acquire and use accurately
	accurately				grade-appropriate general
	grade-appropriate				academic and
	general academic and				domain-specific words and
	domain-specific words				phrases; gather
	and phrases; gather				vocabulary knowledge
	vocabulary knowledge				when considering a word
	when considering a word				or phrase important to
	or phrase important to				comprehension or
	comprehension or				expression.
	expression.				

7th Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
	lards for Literature						
Key Ideas and							
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No comments					Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.						Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	No comments					Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Craft and Struc	cture						
7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact	flexibility for teachers and assessment designers.					Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.RL.5	poem's form or structure contributes to its meaning.	1. Achieve: This revision expands beyond poetry and drama, to include poetry and drama. In RL, what other forms would call for the structure helping to create meaning?	A variety of literary text have different structures that can affect meaning.				Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.

7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	No comments			Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration	of Knowledge and Ideas				
7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).				Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
7.RL.8	(Not applicable to literature)	No comments			(Not applicable to literature)
7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.				Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Range of Re	ading and Level of Text Complexity				

By the end of the year,	1. Achieve: The measure for quantitative	Based on the technical	1. Achieve: All comments a-c refer to the high or low end of the		By the	end of the year,
	complexity overlaps in grades 6- 8, and	feedback from Dr.	text complexity band. The RL 10 standards have been revised		•	ently and independently
	without clear guiding documents for	Stotsky, Dr. Pope, and	to state "By the end of the year, proficiently and independently			nd comprehend
•	determining text complexity, it will be difficult	Achieve: The brief	read and comprehend literature including stories, dramas, and			•
·		definition for Text	poety, in a text complexity range determined by qualitative and			ire, including stories,
including stories, dramas, and	•				dramas	s, and poetry, in a text
poetry, in a text complexity	· ·				comple	exity range determined
range determined by	for the expectations of text complexity.	•			by qual	litative and quantitative
qualitative and quantitative					measur	res appropriate to
		•	· ·		grade /	•
grade 7.			_			
		· .	1.1			
	• • •					
	_					
	proficiency and independence look like.	Additionally, this new	are expanded upon in the Text Complexity section that was			
		section of the glossary	added to the ELA Glossary, which will help to guide educators			
	3. Dr. Stotsky: The draft standards do not	provides guidance on how	when applying the standard.			
	provide any clues about the level of reading	to use qualitiative and				
	difficulty desired-at any grade. The suggestion	quantitative measures to	3. Dr. Stotsky: The newly phrased text complexity standards			
	that teachers use "qualitative and quantitative	determine text complexity	provide clarification that educators are to use quantitative and			
	measures appropriate to the grade" are of	and the appropriateness	qualitative measures to determine whether a text is			
		of a text for a grade-level.				
	1					
	1 · · · · · · · · · · · · · · · · · · ·					
	use of such measures.					
			informed text selections for their students.			
			4 Response to public comments calling for the addition of			
			newly revised glossary addition of text complexity			
ards for Informational Text						
Details						
Cite several pieces of textual	No comments				Cite sev	veral pieces of textual
evidence to support analysis					eviden	ce to support analysis
of what the text says explicitly					of what	t the text says explicitly
						as inferences drawn
nom the text.					li oiii ti	ie text.
Determine two or more	No comments				Determ	nine two or more
	The comments					
						ideas in a text and
_ ·						e their development
over the course of the text;					over th	e course of the text;
provide an objective summary					provide	e an objective summary
provide an objective sammary						
of the text.					of the t	text.
	proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7. ards for Informational Text Details Cite several pieces of textual	proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. No comments No comments No comments No comments No comments	complexity verlaps in grades 6-8, and without clear guiding documents for determining text complexity, it will be difficult for teachers and assessment designers to select text. AZ should make sure to publish poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7. See the Reading "independently" means. Both of these terms are used in the Reading Standards for Iterature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would now teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine two or more central ideas in a text and analyze their development	completely voerlaps in grades 8.8 and without clear guiding documents for desermining text complexity, twill be difficult for caption and assessment designers to desermine the value of the expectation as a pair of the assessment designers to definition for Text complexity range determined by qualifative and quantitative measures appropriate to grade 7. Eizabesh Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficienty" and with qualifies as reading "proficienty" and without any kind of care definition of or some guidelines and voice of the extra standards on not provide any clues about the level of reading difficulty desired at any grade. The suggestion that teachers use or law the subject to the grade" Most teachers were calculated and quantitative measures to every text they want to consider. Nor. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired at any grade. The suggestion of the grade Most teachers were calculated and complexity action that was deficiented by a support text of the grade whost teachers were calculated to the support text of the glossary of the grade Most text except the complexity text of the grade Most text except the complexity text of the grade Most text except the support analysis of what the text says explicitly as well as inference	proficiently and independently read and comprehend time features and and comprehend time features, including stories, dramas, and poetry, in a text complexity to seek the convenient and a part of the standards from the seasons appropriate to grade 7. 2. Extends tho per I mysterize and quantitative and quantita	proficently and midependently read and comprehend filterature, including stories, dramas, and concentrative determined by the complexity range determined by continued to the profit of

7.RI.3	Analyze the interactions between individuals, events,	No comments			Analyze the interactions between individuals, events,
	and ideas in a text (e.g., how				and ideas in a text (e.g., how
	ideas influence				ideas influence
	individuals or events, or how				individuals or events, or how
	individuals influence ideas or events).				individuals influence ideas or events).
Cueft and Ct	· · · · · · · · · · · · · · · · · · ·				events).
Craft and St					
7.RI.4	Determine the meaning of	1. Achieve: "Word choice" was	Comment is in		Determine the meaning of
	•	expanded to "word choices" to hit	support of the		words and phrases as they are
	used in a text, including	the fact that within a text multiple	revision.		used in a text, including
	figurative, connotative, and	words contribute to tone and			figurative, connotative, and
	technical meanings; analyze	meaning. This is a strong revision.			technical meanings; analyze
	the impact of specific word				the impact of specific word
	choices on meaning and tone.				choices on meaning and tone.
7.RI.5	Analyze the structure an	No comments			Analyze the structure an
	author uses to organize a text,				author uses to organize a text,
	including how the major				including how the major
	sections contribute to the				sections contribute to the
	whole and to the				whole and to the development
	development of the ideas.				of the ideas.
7.RI.6	•	No comments			Determine an author's point
	of view or purpose in a text				of view or purpose in a text
	and analyze how the author				and analyze how the author
	distinguishes his or				distinguishes his or
	her position from that of				her position from that of others
Integration	of Knowledge and Ideas				IMMARC
7.RI.7	Compare and contrast a text	No comments			Compare and contrast a text
	to an audio, video, or				to an audio, video, or
	multimedia version of the				multimedia version of the text,
	text, analyzing each medium's				analyzing each medium's
	portrayal of the subject (e.g.,				portrayal of the subject (e.g.,
	how the delivery of a speech				how the delivery of a speech
	affects the impact of the				affects the impact of the
	words).				words).
7.RI.8	Trace and evaluate the	No comments			Trace and evaluate the
	argument and specific claims				argument and specific claims
	in a text, assessing whether				in a text, assessing whether
	the reasoning is sound and the				the reasoning is sound and the
	evidence is relevant and				evidence is relevant and
	sufficient to support the				sufficient to support the
	claims.				claims.

7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	No comments				Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range of Read	ing and Level of Text Complexity					
7.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.	complexity overlaps in grades 6- 8, and without clear guiding documents for determining text complexity, it will be difficult for teachers and assessment designers to select text. AZ should make sure to publish clear documentation as a part of the standards for the expectations of text complexity. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for Text Complexity was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade" The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade" Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. 2. Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is appropriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity.		By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.
Writing Standa	ards			The second secon		
Text Types and	d Purposes					

7.W.1	Write arguments to support	No comments			Write arguments to support
	claims with clear reasons and				claims with clear reasons and
	relevant evidence.				relevant evidence.
	a. Introduce claim(s),				a. Introduce claim(s),
	acknowledge alternate or				acknowledge alternate or
	opposing claims, and organize				opposing claims, and organize
	the reasons and evidence				the reasons and evidence
	logically.				logically.
	b. Support claim(s) with logical				b. Support claim(s) with logical
	reasoning and relevant				reasoning and relevant
	evidence, using accurate,				evidence, using accurate,
	credible sources and				credible sources and
	demonstrating an				demonstrating an
	understanding of the topic or				understanding of the topic or
	text.				text.
	c. Use words, phrases, and				c. Use words, phrases, and
	clauses to create cohesion and				clauses to create cohesion and
	clarify the relationships				clarify the relationships among
	among claim(s), reasons, and				claim(s), reasons, and
	evidence.				evidence.
	d. Establish and maintain a				d. Establish and maintain a
	formal style.				formal style.
	e. Provide a concluding				e. Provide a concluding
	statement or section that				statement or section that
	follows from and supports the				follows from and supports the
	argument presented.				argument presented.

7.W.2	Write informative/explanatory No comments	Write informative/explanatory
	texts to examine a topic and	texts to examine a topic and
	convey ideas, concepts, and	convey ideas, concepts, and
	information through the	information through the
	selection, organization, and	selection, organization, and
	analysis of relevant content.	analysis of relevant content.
	a. Introduce a topic clearly,	a. Introduce a topic clearly,
	previewing what is to follow;	previewing what is to follow;
	organize ideas, concepts, and	organize ideas, concepts, and
	information, using strategies	information, using strategies
	such as definition,	such as definition,
	classification,	classification,
	comparison/contrast, and	comparison/contrast, and
	cause/effect; include	cause/effect; include
	formatting (e.g., headings),	formatting (e.g., headings),
	graphics (e.g., charts, tables),	graphics (e.g., charts, tables),
	and multimedia when useful	and multimedia when useful
	to aiding comprehension.	to aiding comprehension.
	b. Develop the topic with	b. Develop the topic with
	relevant facts, definitions,	relevant facts, definitions,
	concrete details, quotations,	concrete details, quotations,
	or other information and	or other information and
	examples.	examples.
	c. Use appropriate transitions	c. Use appropriate transitions
	to create cohesion and clarify	to create cohesion and clarify
	the relationships among ideas	the relationships among ideas
	and concepts.	and concepts.
	d. Use precise language and	d. Use precise language and
	domain-specific vocabulary to	domain-specific vocabulary to
	inform about or explain the	inform about or explain the

7.W.3	Write narratives to develop	No comments			Write narratives to develop
	real or imagined experiences				real or imagined experiences
	or events using effective				or events using effective
	technique, relevant				technique, relevant
	descriptive details, and				descriptive details, and
	well-structured event				well-structured event
	sequences.				sequences.
	a. Engage and orient the				a. Engage and orient the
	reader by establishing a				reader by establishing a
	context and point of view and				context and point of view and
	introducing a narrator and/or				introducing a narrator and/or
	characters; organize an event				characters; organize an event
	sequence that unfolds				sequence that unfolds
	naturally and logically.				naturally and logically.
	b. Use narrative techniques,				b. Use narrative techniques,
	such as dialogue, pacing, and				such as dialogue, pacing, and
	description, to develop				description, to develop
	experiences, events, and/or				experiences, events, and/or
	characters.				characters.
	c. Use a variety of transition				c. Use a variety of transition
	words, phrases, and clauses to				words, phrases, and clauses to
	convey sequence and signal				convey sequence and signal
	shifts from one time frame or				shifts from one time frame or
	setting to another.				setting to another.
	d. Use precise words and				d. Use precise words and
	phrases, relevant descriptive				phrases, relevant descriptive
	details, and sensory language				details, and sensory language
	to capture the action and				to capture the action and
	convey experiences and				convey experiences and
	events.				events.
Production and	Distribution of Writing				
7.W.4	Produce clear and coherent	No comments			Produce clear and coherent
	writing in which the				writing in which the
	development, organization,				development, organization,
	and style are appropriate to				and style are appropriate to
	task, purpose, and audience.				task, purpose, and audience.
	(Grade-specific expectations				(Grade-specific expectations
	for writing types are defined				for writing types are defined in
	in standards 1–3 above).				standards 1–3 above).
	1	<u> </u>	1	1	

	L	T.			I
7.W.5	With some guidance and	No comments			With some guidance and
	support from peers and				support from peers and
	adults, develop and				adults, develop and
	strengthen writing as needed				strengthen writing as needed
	by planning, revising, editing,				by planning, revising, editing,
	rewriting, or trying a new				rewriting, or trying a new
	approach, focusing on how				approach, focusing on how
	well purpose and audience				well purpose and audience
	have been addressed. (Editing				have been addressed. (Editing
					, -
	for conventions should				for conventions should
	demonstrate command of				demonstrate command of
	Language standards 1–3 up to				Language standards 1–3 up to
	and including grade 7.)				and including grade 7.)
7.14.6	Han to also also a local college the	No commonts			
7.W.6	Use technology, including the	ino comments			Use technology, including the
	internet, to produce and				internet, to produce and
	publish writing and link to and				publish writing as well as to
	cite sources as well as to				interact and collaborate with
	interact and collaborate with				others.
	others, including linking to				
	and citing sources.				
	and oning sources.				
Research to	Build and Present Knowledge				
7.W.7	Conduct short research	No comments			Conduct short research
	projects to answer a question,				projects to answer a question,
	drawing on several sources				drawing on several sources
	and generating additional				and generating additional
	related, focused questions for				related, focused questions for
	further research and				further research and
	investigation.				investigation.
7.W.8	Gather relevant information	No comments			Gather relevant information
	from multiple print and digital				from multiple print and digital
	sources, using search terms				sources, using search terms
	effectively; assess the				effectively; assess the
					•
	credibility and accuracy of				credibility and accuracy of
	each source; and quote or				each source; and quote or
	paraphrase the data and				paraphrase the data and
	conclusions of others while				conclusions of others while
	avoiding plagiarism and				avoiding plagiarism and
	following a standard format				following a standard format
	for citation.				for citation.
7.W.9	Draw evidence from literary or				Draw evidence from literary or
	informational texts to support				informational texts to support
	analysis, reflection, and				analysis, reflection, and
1	research.				research.
	a. Apply grade 7 Reading				a. Apply grade 7 Reading
1					
	standards to literature.				standards to literature.
1	b. Apply grade 7 Reading				b. Apply grade 7 Reading
	standards to literary				standards to literary
	nonfiction.	•		1	nonfiction.

Range of Wri	ting				
7.W.10	Write routinely over extended	No comments			Write routinely over extende
	time frames (time for				time frames (time for
	research, reflection, and				research, reflection, and
	revision) and shorter time				revision) and shorter time
	· · · · · · · · · · · · · · · · · · ·				•
	frames (a single sitting or a				frames (a single sitting or a
	day or two) for a range of				day or two) for a range of
	discipline-specific tasks,				discipline-specific tasks,
	purposes, and audiences.				purposes, and audiences.
Speaking and	Listening Standards				
Comprehensi	on and Collaboration				
7.SL.1	Engage effectively in a range of	No comments			Engage effectively in a range of
	collaborative discussions				collaborative discussions
	(one-on-one, in groups, and				(one-on-one, in groups, and
	teacher-led) with diverse partners				teacher-led) with diverse partne
	on grade 7 topics, texts, and				on grade 7 topics, texts, and
	issues, building on others' ideas				issues, building on others' ideas
	and expressing their own clearly.				and expressing their own clearly
	a. Come to discussions prepared				a. Come to discussions prepared
	having read or researched				having read or researched
	material under study; explicitly				material under study; explicitly
	draw on that preparation by				draw on that preparation by
	referring to evidence on the topic,				referring to evidence on the top
	text, or issue to probe and reflect				text, or issue to probe and reflec
	on ideas under discussion.				on ideas under discussion.
	b. Follow rules for collegial				b. Follow rules for collegial
	discussions, track progress				discussions, track progress towa
	toward specific goals and				specific goals and deadlines, and
	deadlines, and define individual				define individual roles as neede
	roles as needed.				c. Pose questions that elicit
	c. Pose questions that elicit				elaboration and respond to
	elaboration and respond to				others' questions and comment
	others' questions and comments				with relevant observations and
	with relevant observations and				ideas that bring the discussion
	ideas that bring the discussion				back on topic as needed.
	back on topic as needed.				d. Acknowledge new informatio
	d. Acknowledge new information				expressed by others and, when
	expressed by others and, when				warranted, modify their own
	warranted, modify their own				views.
	views.				
7.SL.2		No comments			Analyze the main ideas and
	supporting details presented				supporting details presented
	in diverse media and formats				in diverse media and formats
	(e.g., visually, quantitatively,				(e.g., visually, quantitatively,
	and orally) and explain how				and orally) and explain how
	the ideas clarify a topic, text,				the ideas clarify a topic, text,
	or issue under study.				or issue under study.
	or issue unuer study.	I .	1	•	IUI ISSUE UITUEI SLUUV.

7.SL.3	argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	No comments			Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	of Knowledge and Ideas				
7.SL.4	with pertinent descriptions,		Comment is in support of the revision.		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	No comments			Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	No comments			Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
Language Sta	ndards				
Conventions	of Standard English				

			1	T		ı
7.L.1	Demonstrate command of the	No comments				Demonstrate command of the
	conventions of Standard					conventions of Standard
	English grammar and usage					English grammar and usage
	when writing or speaking.					when writing or speaking.
	a. Explain the function of					a. Explain the function of
	phrases and clauses in general					phrases and clauses in general
	and their function in specific					and their function in specific
	sentences.					sentences.
	b. Choose among simple,					b. Choose among simple,
	compound, complex, and					compound, complex, and
	compound-complex sentences	;				compound-complex sentences
	to signal differing					to signal differing
	relationships among ideas.					relationships among ideas.
	c. Place phrases and clauses					c. Place phrases and clauses
	within a sentence, recognizing					within a sentence, recognizing
	and correcting misplaced and					and correcting misplaced and
	dangling modifiers.					dangling modifiers.
7.L.2	Demonstrate command of the	1. Achieve: b The new wording	Comment is in			Demonstrate command of the
	conventions of Standard	makes substandards parallel. This is a				conventions of Standard
	English capitalization,	good revision.	revision.			English capitalization,
	punctuation, and spelling	geod resident				punctuation, and spelling
	when writing.					when writing.
	a. Use a comma to separate					a. Use a comma to separate
	coordinate adjectives (e.g., It					coordinate adjectives.
	was a fascinating, enjoyable					b. Use correct spelling.
	movie. He wore an old, green					S. Ose correct spennig.
	shirt).					
	b. Use correct spelling.					
.,						
Knowledge o						
7.L.3	Use knowledge of language	No comments				Use knowledge of language
	and its conventions when					and its conventions when
	writing, speaking, reading, or					writing, speaking, reading, or
	listening.					listening.
	a. Choose language that					a. Choose language that
	expresses ideas precisely and					expresses ideas precisely and
	concisely, recognizing and					concisely, recognizing and
	eliminating wordiness and					eliminating wordiness and
	redundancy.					redundancy.
Vocabulary A	cquisition and Use					
Tocasulary A	equisition and 036					

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7.L.4	Determine or clarify the	1. Dr. Stotsky: At every grade level, students	1. Standard should read:	1. Based on Dr. Stotsky's feedback and feedback from the		Determine or clarify the
	meaning of unknown and	are advised to draw from certain strategies to	Determine or clarify the	Arizona Standards Development Committee at the 11/30/16		meaning of unknown and
	multiple-meaning words and	determine the meaning of unfamiliar words.	meaning of unknown and	meeting, the indicator for context clues will be moved from the		multiple-meaning words and
	phrases based on grade 7	The first strategy always recommended is to	multiple-meaning words	first strategy to a placement that better indicates that it is one		phrases based on grade 7
	l'	"use context clues." Not only should this	and phrases based on	strategy, not the primary strategy, for determining the meaning		reading and content, choosing
		pedagogical strategy be stricken from this document, it should not be taught in	grade 7 reading and	of an unknown word. Additionally, the parenthetical reference		
	mexicity from a range of		, ,	to using context in indicator "d" will be removed so that there is not duplication within the standard and to align vertically with		flexibly from a range of
	strategies.	of research to support it, and it doesn't make	a. Use common,	the 11-12th grade, which removed the parenthetical reference		strategies.
	la lica contaxtia a tha	sense. Nor id the National Reading Panel's	•	alltogether.		a. Use common,
	overall meaning of a sentence	2000 report recommend this strategy. In	or Latin affixes and roots	untogether.		grade-appropriate Greek or
	or paragraph; a word's	authentic writing, one usually does not find	as clues to the meaning of	The indicator is not being removed completely because,		Latin affixes and roots as clues
	position or function in a	"clues" to the meaning of an unfamiliar word.	a word (e.g., belligerent,	according to Hibbard (2009), context clue instruction was found		to the meaning of a word (e.g.,
	sentence) as a clue to the	Strong reading, writing, and speaking	bellicose, rebel).	to improve students' word learning strategies. Students that		belligerent, bellicose, rebel).
	· · · · · · · · · · · · · · · · · · ·	vocabularies are developed in other ways.	b. Use context (e.g., the	received six weeks of explicit instruction in context clues were		
	meaning of a word or phrase.		overall meaning of a	more able to effectively determine the meaning of unknown		b. Use context (e.g., the
	b. Use common,	2. Dr. Stotsky - As for omissions, I am surprised	sentence or paragraph; a	words than students that did not receive the instruction		overall meaning of a sentence
			word's position or	(Jensen, 2009). A multitude of words require specified syntactic		or paragraph; a word's
	Latin affixes and roots as clues	elementary students. In pre-Common Core	,	and semantic contexts to assist learners to determine their		position or function in a
	to the meaning of a word	Massachusetts standards, dictionary skills	_	meanings (Chilton & Ehri, 2015). According to research found		sentence) as a clue to the
	/ - -	were to be taught in all elementary grades and		in Appendix A (vocabulary instructional methods 4-33) of the		meaning of a word or phrase.
	l' = =	were assessed on state tests for many years.	c. Consult general and	National Reading Panel (1999), students used context clues		
	l '	Standards for dictionary skills should be added.	•	embedded in paragraphs to help them learn meanings of		c. Consult general and
	c. Consult general and		materials (e.g.,	unknown words. In contextual analysis, context clues are		specialized reference materials
	specialized reference		dictionaries, glossaries, thesauruses), both print	primarily used before reviewing words and definitions (NRP,		(e.g., dictionaries, glossaries,
	materials (e.g., dictionaries,		and digital, to find the	1999).This order and progression of word learning strategies in Appendix A of the National Reading Panel also supports the		thesauruses), both print and
	glossaries, thesauruses), both		pronunciation of a word	progression of using contextual analysis, then word analysis		digital, to find the
	print and digital, to find the		or determine or clarify its	(root words and prefixes) and then reference materials as		pronunciation of a word or
	pronunciation of a word or		precise meaning or its	found in Language Standard 4 subcategories a through d.		determine or clarify its precise
	l'		part of speech.	Research supports the presence of the indicator calling for the		
	determine or clarify its precise		d. Verify the preliminary	use of context as one clue to help determine the meaning of an		meaning or its part of speech.
	meaning or its part of speech.		determination of the	unfamiliar word.		d. Verify the preliminary
	d. Verify the preliminary		meaning of a word or	The ELA standards are intended as an integrated model that		determination of the meaning
	determination of the meaning		phrase.	addresses unknown words in the reading foundational		of a word or phrase.
	of a word or phrase (e.g., by			standards (Standard 4), informational and literary standards		
	<u> </u>		2 See note: The K-12 FLA	(Standard 4) as well as the language standards (Standard 4)		

7.L.5	Demonstrate understanding	1. Achieve: Biblical allusions have	This will not "pose a		Demonstrate understanding of
7.2.3	of figurative language, word	been expanded to religious allusions.	problem in		figurative language, word
		This may pose a problem in	subsequent grades"		relationships, and nuances in
	word meanings.	subsequent grades, where the bible	as all biblical		word meanings.
	a. Interpret figures of speech	and specific biblical stories are	allusions have been		a. Interpret figures of speech
	(e.g., literary, religious, and	alluded to in other texts.	removed as		(e.g., literary, religious, and
	mythological allusions) in	andded to in other texts.	examples that		mythological allusions) in
	context.		appear to dictate		context.
	b. Use the relationship		curriculum. "The		
	· ·				b. Use the relationship
	between particular words		[B]ible and specific		between particular words
	(e.g., synonym/antonym,		biblical stories"		(e.g., synonym/antonym,
	analogy) to better understand		would still fall under		analogy) to better understand
	each of the words.		the umbrella of		each of the words.
	c. Distinguish among the		"religiousallusions"		c. Distinguish among the
	connotations (associations) of				connotations (associations) of
	words with similar				words with similar
	denotations (definitions) (e.g.,				denotations (definitions) (e.g.,
	refined, respectful, polite,				refined, respectful, polite,
	diplomatic, condescending).				diplomatic, condescending).
71.6		la.			
7.L.6	Acquire and use accurately	No comments			Acquire and use accurately
	grade-appropriate general				grade-appropriate general
	academic and domain-specific				academic and domain-specific
	words and phrases; gather				words and phrases; gather
	vocabulary knowledge when				vocabulary knowledge when
	considering a word or phrase				considering a word or phrase
	important to comprehension				important to comprehension
	or expression.				or expression.
L					

8th Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	a Standard	Public Comment that Resulted in a Change	Final ELA Standard (*Standards in red changed from the initial
						to a Standard	draft.)
_	dards for Literature						
Key Ideas and	Details						
8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	No comments					Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	No comments					Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
8.RL.3	lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	No comments					Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
8.RL.4	Determine the meaning of	No comments					Determine the meaning of
O.NL.4	words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.						words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RL.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.						Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of	No comments			Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of
	dramatic irony) create such effects as suspense or humor.				dramatic irony) create such effects as suspense or humor.
Integration of	f Knowledge and Ideas				
8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	No comments			Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8.RL.8	(Not applicable to	No comments			(Not applicable to
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	1. Achieve: The standard omits the Bible as an intended inclusion. While religious works are still included, knowledge of biblical allusions will allow students to comprehend more complex literature and most classic works in following grades.	"Knowledge of biblical allusions" falls under the umbrella of "relgious works".		Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.
Range of Rea	ding and Level of Text				

	1		I	la Address Allessa and a state of the state	
8.RL.10	By the end of the year,	l	Based on the technical	1. Achieve: All comments a-c refer to the high or low end of	By the end of the year,
	proficiently and		feedback from Dr.	the text complexity band. The RL 10 standards have been	proficiently and
	independently read and	without clear guiding documents for	Stotsky, Dr. Pope, and	revised to state "By the end of the year, proficiently and independently read and comprehend literature including	independently read and
	comprehend literature,	determining text complexity, it will be	Achieve: The brief	stories, dramas, and poety, in a text complexity range	comprehend literature,
	including stories, dramas	difficult for teachers and assessment	definition for <i>Text</i>	determined by qualitative and quantitative measures	including stories, dramas
	and poetry, in a text	designers to select text.		appropriate to grade" The revised RI 10 standard states "By	and poetry, in a text
	· · ·		from the draft glossary. In	the end of the year, proficiently and independently read and	complexity range
				comprehend informational texts and nonfiction in a text	
			its place was added an	complexity range determined by qualitative and quantitative	determined by qualitative
		to what qualifies as reading "proficiency" and what reading "independently" means.	expanded document that	measures appropriate to grade" Thus, there is a range	and quantitative measures
	appropriate to grade 8.	Both of these terms are used in the Range of	defines text complexity,	embedded in the new standard allowing educators/local	appropriate to grade 8.
		Reading and Level of Text Complexity cluster	Itart ditticulty	education agencies to choose the range appropriate for their	
			quantitative measures,	students and meet their needs. Additionally, an expanded	
		Literature strand without any kind of clear	and qualitative measures.	explanation of text complexity and related terms is included in	
		definition of what proficiency and	This section further	the glossary.	
		1		2. Elizabeth Pope: The terms "proficiently" and	
			_ ·	Inches a company of the company of t	
		3. Dr. Stotsky: The draft standards do not	read "independently" and	section that was added to the ELA Glossary, which will help to	
		provide any clues about the level of reading	"proficiently".	guide educators when applying the standard.	
		difficulty desired-at any grade. The	Additionally, this new		
		suggestion that teachers use "qualitative and	section of the glossary	3. Dr. Stotsky: The newly phrased text complexity standards	
		quantitative measures appropriate to the	provides guidance on	provide clarification that educators are to use quantitative	
		1 .	how to use qualitiative	and qualitative measures to determine whether a text is	
		l	and quantitative	approrpriately complex for a specific grade-level. The newly	
		appropriate to the grade? Most teachers	•	expanded text complexity section in the glossary defines these	
		don't have time to apply quantitative	measures to determine	terms and explains how to employ them together to	
		measures to every text they want to	text complexity and the	determine text complexity. The newly phrased standards and	
		consider. Nor will a conferent curriculum	appropriateness of a text	the new text complexity section of the glossary will provide	
		result from the use of such measures.	for a grade-level.	guidance to educators while empowering schools and districts to make informed text selections for their students.	
				to make informed text selections for their students.	
				4. Response to public comments calling for the addition of	
				"reader and task considerations" to the standards: Reader	
				and task considerations are part of the qualitative measures in	
				instructional decision-making process and are included in the	
_	rds for Informational Text				
Key Ideas and Do	etails				
8.RI.1	Cite the textual evidence	No comments			Cite the textual evidence
	that most strongly				that most strongly
	supports an analysis of				supports an analysis of
	what the text says				what the text says
	explicitly as well as				explicitly as well as
					• • • • • • • • • • • • • • • • • • •
	inferences drawn from the				inferences drawn from the
	text.				text.
8.RI.2	Determine a central idea	No comments			Determine a central idea
0.11.2		ino comments			
	of a text and analyze its				of a text and analyze its
	development over the				development over the
	course of the text,				course of the text,
	including its relationship				including its relationship
	to supporting ideas;				to supporting ideas;
	provide an objective				provide an objective
	summary of the text.				summary of the text.
1	Jaminiary of the text.				Janimary of the text.
			ī .	1	i e e e e e e e e e e e e e e e e e e e

· -		Ta.	T	T	ı	
8.RI.3	Analyze how a text makes	No comments				Analyze how a text makes
	connections among and					connections among and
	distinctions between					distinctions between
	individuals, ideas, or					individuals, ideas, or
	events					events (e.g., through
	(e.g., through					comparisons, analogies, or
	comparisons, analogies, or					categories).
						categories).
	categories).					
Craft and Str	ucture					
8.RI.4	Determine the meaning of	No comments				Determine the meaning of
	words and phrases as they					words and phrases as they
	are used in a text,					are used in a text,
	including figurative,					including figurative,
	connotative, and technical					connotative, and technical
	meanings; analyze the					meanings; analyze the
						- :
	impact of specific word					impact of specific word
	choices on meaning and					choices on meaning and
	tone, including analogies					tone, including analogies
	or allusions to other texts.					or allusions to other texts.
8.RI.5	Analyze in detail the	No comments				Analyze in detail the
	structure of a specific					structure of a specific
	paragraph in a text,					paragraph in a text,
	including the role of					including the role of
	particular sentences in					particular sentences in
	developing and refining a					developing and refining a
	key concept.					key concept.
8.RI.6	Determine an author's	1. Achieve: This has an issue with	The focus of the			Determine an author's
	point of view, perspective	clarity. The inclusion of "and" will	workgroup is on			point of view, perspective
	and purpose in a text and	pose a problem for assessment	standards that drive			and purpose in a text and
	analyze how the author	developers. "And" implies that all	instruction; all three			analyze how the author
	acknowledges and	three have to be included, which will	should be included in			acknowledges and
	responds to conflicting	make one long and cumbersome	classroom instruction and			responds to conflicting
	evidence or viewpoints.	item. It is recommended to use "or"	classroom assessment.			evidence or viewpoints.
		or "and/or" for flexibility.	"Assessment developer"			
			concerns are not the			
			primary focus of the			
			workgroup.			
Integration of	of Knowledge and Ideas					
8.RI.7	Evaluate the advantages	No comments				Evaluate the advantages
	and disadvantages of					and disadvantages of using
	using different mediums					different mediums (e.g.,
	(e.g., print or digital text,					print or digital text, video,
1			1			
	video, multimedia) to					multimedia) to present a
1	present a particular topic					particular topic or idea.
	or idea.					
	·			 		

0.01.0	la e e e e	Ta.	T	T		In 12 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
8.RI.8	Delineate and evaluate	No comments				Delineate and evaluate the
	the argument and specific					argument and specific
	claims in a text, assessing					claims in a text, assessing
	whether the reasoning is					whether the reasoning is
	sound and the evidence is					sound and the evidence is
	relevant and sufficient;					relevant and sufficient;
	recognize when irrelevant					recognize when irrelevant
	evidence is introduced.					evidence is introduced.
8.RI.9	Analyze a case in which	No comments				Analyze a case in which
	two or more texts provide					two or more texts provide
	conflicting information on					conflicting information on
	the same topic and					the same topic and
	identify where the texts					identify where the texts
	disagree on matters of					disagree on matters of fact
	fact or interpretation.					or interpretation.
	·					
Pange of Pead	 ling and Level of Text					
8.RI.10	By the end of the year,	1. Achieve: The measure for	Based on the technical	1. Achieve: All comments a-c refer to the high or		By the end of the year,
6.KI.10	proficiently and	quantitative complexity overlaps in	feedback from Dr.	low end of the text complexity band. The RL 10		proficiently and
	independently read and	grades 6-8, and without clear guiding	Stotsky, Dr. Pope, and	standards have been revised to state "By the end		independently read and
	comprehend	documents for determining text	Achieve: The brief	of the year, proficiently and independently read		comprehend informational
	informational texts and	_	definition for <i>Text</i>			texts and nonfiction in a
		complexity, it will be difficult for		and comprehend literature including stories,		
	nonfiction in a text	teachers and assessment designers to		dramas, and poety, in a text complexity range		text complexity range
	complexity range	select text.		determined by qualitative and quantitative		determined by qualitative
	determined by qualitative		its place was added an	measures appropriate to grade" The revised RI		and quantitative measures
	•	1	■	10 standard states "By the end of the year,		appropriate to grade 8.
	appropriate to grade 8.	include definitions of or some		proficiently and independently read and		
		guidelines as to what qualifies as	text difficulty,	comprehend informational texts and nonfiction		
		reading "proficiency" and what	quantitative measures,	in a text complexity range determined by		
		reading "independently" means. Both	1	qualitative and quantitative measures		
		of these terms are used in the Range	This section further	appropriate to grade" Thus, there is a range		
		of Reading and Level of Text	I	embedded in the new standard allowing		
			1	educators/local education agencies to choose the		
		Reading Standards for Literature	"proficiently".	range appropriate for their students and meet		
		strand without any kind of clear	Additionally, this new	their needs. Additionally, an expanded		
		definition of what proficiency and	section of the glossary	explanation of text complexity and related terms		
		independence look like.	provides guidance on	is included in the glossary.		
			how to use qualitiative			
		3. Dr. Stotsky: The draft standards do	1	2. Elizabeth Pope: The terms "proficiently" and		
		not provide any clues about the level	measures to determine	"independently" are expanded upon in the Text		
		of reading difficulty desired-at any	text complexity and the	Complexity section that was added to the ELA		
		grade. The suggestion that teachers		Glossary, which will help to guide educators		
		use "qualitative and quantitative	for a grade-level.	when applying the standard.		
		measures appropriate to the grade"				
		are of little use. How would new		3. Dr. Stotsky: The newly phrased text		
		teachers, especially, know what is		complexity standards provide clarification that		
		appropriate to the grade? Most		educators are to use quantitative and qualitative		
Writing Standa	ards					
Text Types and	d Purposes					

support claims with clear reasons and relevant evidence. a. introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and relevant evidence or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and style. e. Provide a concluding statement or section that follows from and supports the argument presented.	8.W.1	Write arguments to	No comments			Write arguments to
evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), with for a difference and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		support claims with clear				support claims with clear
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		reasons and relevant				reasons and relevant
acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and claim(s) with evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and claim(s) counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		evidence.				evidence.
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from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		acknowledge and				acknowledge and
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organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports or grant and evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		from alternate or				from alternate or
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b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports b. Support claim(s) with logical reasoning and relevant evidence, using a relevant evidence, using a relevant evidence, using a ccurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		organize the reasons and				organize the reasons and
logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a a formal style. e. Provide a concluding statement or section that follows from and supports logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		evidence logically.				evidence logically.
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understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clauses to create cohesion and clauses to create cohesion and clarify the relationships among claims, and carify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		accurate, credible sources				accurate, credible sources
or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a a formal style. e. Provide a concluding statement or section that follows from and supports		and demonstrating an				and demonstrating an
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a a formal style. e. Provide a concluding statement or section that follows from and supports c. Use words, phrases, and c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		understanding of the topic				understanding of the topic
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and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports and clarify the relationships among relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		c. Use words, phrases, and				c. Use words, phrases, and
relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		clauses to create cohesion				clauses to create cohesion
claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		and clarify the				and clarify the
reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		relationships among				relationships among
d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports		claim(s), counterclaims,				claim(s), counterclaims,
a formal style. e. Provide a concluding statement or section that follows from and supports formal style. formal style. e. Provide a concluding statement or section that follows from and supports		reasons, and evidence.				reasons, and evidence.
e. Provide a concluding statement or section that follows from and supports e. Provide a concluding statement or section that follows from and supports		d. Establish and maintain				d. Establish and maintain a
statement or section that follows from and supports statement or section that		a formal style.				formal style.
follows from and supports follows from and supports		e. Provide a concluding				e. Provide a concluding
		statement or section that				statement or section that
the argument presented. the argument presented.		follows from and supports				follows from and supports
		the argument presented.				the argument presented.

tosts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant." Well-chosen "and "relevant" organizes the standard in a much the details, quotations or other incompting the selection, organization, and analysis of relevant content. In introduce a topic clearly, perviewing what is to follow; organize less, concepts, and information into broader categories; including formatting (e.g., bearings), and information into broader categories; including formatting (e.g., bearings), and information into broader categories; including formatting (e.g., bearings), and information (e.g., thirts, saldes), with a selection of the emphasis of the new order. The emphasis of the new order, other information and examples. Loveling the tripse with vell chosen before they can be deemed to be relevant. If this is the intent, teachers warmed to be emphasis of the new order, other information and examples. Loveling the tripse with vell chosen, relevant flacks, definitions, concrete details, quotations, or other information and examples. Loveling the tripse with vell chosen before they can be deemed to be relevant. If this is the intent, teachers warmed to be emphasis of the new order. The elevant list is the intent, teachers was not the ele	8.W.2	Write informative/explanatory	1. Achieve: Switching the order of	Yes, the intent was to		Write informative/explanatory
were interest and network information information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize index, sometes, and information into broader categories; include formating (e.g., heudings), graphtics (e.g., contents, babes), and multimords when useful to alling comprehension. b. Develop the topic with well-chosen before then examples of the new order. definitions, concrete details, quotations or other was and unformation into broader categories; include formatting (e.g., heudings), graphtics (e.g., contents, babes), and multimords when useful to alling comprehension. b. Develop the topic with well-chosen before the examples of the new order. definitions, concrete details, quotations, concrete details, quotati	U. VV.Z		l	, and the second		
information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information the deemed to be into broader categores; include (formatting (e.g., breatings)), sraphics (e.g., charts, tables), and multimedia when useful to adding comprehension. b. Develop the topic with well- chosen, relevant flocts, definitions, correcte dealis, quotations, or other information and examples. c. Use appropriate and varied transitions to create checking among ideas and concepts. d. Use perceise inaquage and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal sylve. f. Prevides a concluding statement or section that follows from and supports the information or examples have to be well- chosen trough the selection, organization, and analysis of relevant to the trough the selection, organization, and analysis of relevant to the trough the selection, organization, and analysis of relevant to the trough the selection, organization, and analysis of relevant to the trough the selection, organization, and analysis of relevant to the the dealis, quotations or other examples have to be well- chosen before they can be deemed to be relevant." elevant." introduce a topic clearly, organization, and analysis of relevant to the dealis, quotations or other examples have to be well- chosen before they can be deemed to be relevant." in the details, quotations or other examples have to be well- chosen before they can be deemed to be relevant." in the details, quotations or other examples have to be well- chosen before they can be deemed to be relevant." in the details, quotations or other examples have to be well- chosen before they can be deemed to be relevant." in the details, quotations or other a limit det		convey ideas, concents, and				· ·
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supports the information or explanation presented.		•				
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0.14.2	Write narratives to develop real	No some soto			Write narratives to develop real
8.W.3		No comments			
	or imagined experiences or				or imagined experiences or
	events using effective technique,				events using effective technique,
	relevant descriptive details, and				relevant descriptive details, and
	well-structured event sequences.				well-structured event sequences.
	a. Engage and orient the reader				a. Engage and orient the reader
	by establishing a context and				by establishing a context and
	point of view and introducing a				point of view and introducing a
	narrator and/or characters;				narrator and/or characters;
	organize an event sequence that				organize an event sequence that
	unfolds naturally and logically.				unfolds naturally and logically.
	b. Use narrative techniques, such				b. Use narrative techniques, such
	as dialogue, pacing, description,				as dialogue, pacing, description,
	and reflection, to develop				and reflection, to develop
	experiences, events, and/or				experiences, events, and/or
	characters.				characters.
	c. Use a variety of transition				c. Use a variety of transition
	words, phrases, and clauses to				words, phrases, and clauses to
	convey sequence, signal shifts				convey sequence, signal shifts
	from one time frame or setting				from one time frame or setting to
	to another, and show the				another, and show the
	relationships among experiences				relationships among experiences
	and events.				and events.
	d. Use precise words and				d. Use precise words and
	phrases, relevant descriptive				phrases, relevant descriptive
	details, and sensory language to				details, and sensory language to
	capture the action and convey				capture the action and convey
	experiences and events.				experiences and events.
	e. Provide a conclusion that				e. Provide a conclusion that
	follows from and reflects on the				follows from and reflects on the
	narrated experiences or events.				narrated experiences or events.
	<u> </u>				
Production and	Distribution of Writing				
8.W.4	Produce clear and	No comments			 Produce clear and
	coherent writing in which				coherent writing in which
	_				_
	the development,				the development,
	organization, and style are				organization, and style are
	appropriate to task,				appropriate to task,
	purpose, and audience.				purpose, and audience.
	(Grade-specific				(Grade-specific
	1 · · · · · · · · · · · · · · · · · · ·				
	expectations for writing				expectations for writing
	types are defined in				types are defined in
	standards 1–3 above.)				standards 1–3 above.)
]				
I				1	

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8.W.5	_	No comments			With some guidance and
	support from peers and				support from peers and
	adults, develop and				adults, develop and
	strengthen writing as				strengthen writing as
	needed by planning,				needed by planning,
	revising, editing, rewriting,	,			revising, editing, rewriting,
	or trying a new approach,				or trying a new approach,
	focusing on how well				focusing on how well
	purpose and audience				purpose and audience
	have been addressed.				have been addressed.
	(Editing for conventions				(Editing for conventions
	should demonstrate				should demonstrate
	command of Language				command of Language
	standards 1–3 up to and				standards 1–3 up to and
	including grade 8.)				including grade 8.)
	including grade 6.7				including grade 5.)
8.W.6	Use technology, including	No comments			Use technology, including
	the internet, to produce				the internet, to produce
	and publish writing and				and publish writing and
	present the relationships				present the relationships
	between information and				between information and
	ideas efficiently as well as				ideas efficiently as well as
	to interact and collaborate				to interact and collaborate
	with others.				with others.
	with others.				with others.
Posearch to Pu					
Research to bu	and Present Knowledge				

8.W.7	projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.				Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.W.9	texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature. b. Apply grade 8 Reading standards to literary nonfiction.	1. Achieve: This has strong clarity. This focuses the student to return to the reading standards in support of his/her writing without the language being overly burdensome for teachers. Essentially, students are executing the same process, but the wording here is much cleaner.	the revision.		Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature. b. Apply grade 8 Reading standards to literary nonfiction.

8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No comments			Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards				
Comprehension and Collaboration				
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.				Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.

8.SL.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.				Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
8.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	No comments			Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation	of Knowledge and Ideas				
8.SL.4		No comments			Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	No comments			Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.SL.6	of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	No comments			Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
Language Stand	dards				
Conventions of	Standard English				
8.L.1	and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in	intended to mean shifts in verb	In order to align L.1.d to L.1.a-c, the standard should read, "Recognize and correct inappropriate use of and/or shifts in verbals, voice, and mood."		Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verbals, voice, and mood.

		Comment is in support of the revision.		2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Use correct spelling.
Knowledge of Language				
	No comments			Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

8.L.4	Determine or clarify the meaning	1. Dr. Stotsky: At every grade level, students	1. Standard should read:	Based on Dr. Stotsky's feedback and feedback from the	Determine or clarify the
0.2.4	of unknown and	are advised to draw from certain strategies	Determine or clarify the	Arizona Standards Development Committee at the 11/30/16	meaning of unknown and
	multiple-meaning words or	to determine the meaning of unfamiliar	meaning of unknown and	meeting, the indicator for context clues will be moved from	multiple-meaning words or
	phrases based on grade 8	words. The first strategy always	multiple-meaning words or	the first strategy to a placement that better indicates that it is	phrases based on grade 8
	reading and content, choosing	recommended is to "use context clues." Not	nhrases hased on grade 8	one strategy, not the primary strategy, for determining the	reading and content, choosing
	flexibly from a range of	only should this pedagogical strategy be	reading and content, choosing	meaning of an unknown word. Additionally, the parenthetical	flexibly from a range of
	strategies.	stricken from this document, it should not be		reference to using context in indicator "d" will be removed so	strategies.
	a. Use context (e.g., the overall	taught in education methods courses. There	,	that there is not duplication within the standard and to align	a. Use common,
	meaning of a sentence or		a. Use common,	vertically with the 11-12th grade, which removed the	grade-appropriate Greek or
	paragraph; a word's position or	doesn't make sense. Nor id the National	grade-appropriate Greek or	parenthetical reference alltogether.	Latin affixes and roots as clues
	function in a sentence) as a clue	Reading Panel's 2000 report recommend this	Latin affives and reats as alves		to the meaning of a word (e.g.,
	to the meaning of a word or	strategy. In authentic writing, one usually	to the meaning of a word	The indicator is not being removed completely because,	precede, recede, and secede).
	phrase.		(e.g., precede, recede, and	according to Hibbard (2009), context clue instruction was	b. Use context (e.g., the overall
	b. Use common,	unfamiliar word. Strong reading, writing, and		found to improve students' word learning strategies. Students	meaning of a sentence or
	grade-appropriate Greek or Latin	speaking vocabularies are developed in other	l '	that received six weeks of explicit instruction in context clues	paragraph; a word's position or
	affixes and roots as clues to the	ways.	, 0,	were more able to effectively determine the meaning of unknown words than students that did not receive the	function in a sentence) as a
	meaning of a word (e.g.,	ways.	or paragraph; a word's		clue to the meaning of a word
	precede, recede, and secede).	12 Dr. Statsky As for amissions Lam	position or function in a	instruction (Jensen, 2009). A multitude of words require	or phrase.
	reference materials (e.g.,	2. Dr. Stotsky - As for omissions, I am	sentence) as a clue to the	specified syntactic and semantic contexts to assist learners to determine their meanings (Chilton & Ehri, 2015). According	c. Consult general and
	dictionaries, glossaries,	surprised to see no specific dictionary skills	l '	to research found in Appendix A (vocabulary instructional	O Company
	thesauruses), both print and	expected of elementary students. In pre-	meaning of a word or phrase.	methods 4-33) of the National Reading Panel (1999), students	specialized reference materials
	digital, to find the pronunciation	Common Core Massachusetts standards,	c. Consult general and	used context clues embedded in paragraphs to help them	(e.g., dictionaries, glossaries,
	of a word or determine or clarify	dictionary skills were to be taught in all	specialized reference	learn meanings of unknown words. In contextual analysis,	thesauruses), both print and
	its precise meaning or its part of	elementary grades and were assessed on	materials (e.g., dictionaries,	context clues are primarily used before reviewing words and	digital, to find the
	speech.	1	glossaries, thesauruses), both	definitions (NRP, 1999).This order and progression of word	pronunciation of a word or
	d. Verify the preliminary	dictionary skills should be added.	print and digital, to find the	learning strategies in Appendix A of the National Reading	determine or clarify its precise
	determination of the meaning of		pronunciation of a word or	Panel also supports the progression of using contextual	meaning or its part of speech.
	a word or phrase (e.g., by		determine or clarify its precise	analysis, then word analysis (root words and prefixes) and	d. Verify the preliminary
	checking the inferred meaning in		meaning or its part of speech.	then reference materials as found in Language Standard 4	determination of the meaning
	context or in a dictionary).		d. Verify the preliminary	subcategories a through d. Research supports the presence of	of a word or phrase.
			determination of the meaning	the indicator calling for the use of context as one clue to help	
			of a word or phrase.	determine the meaning of an unfamiliar word.	
				The ELA standards are intended as an integrated model	
			2. See note: The K-12 ELA	that addresses unknown words in the reading foundational	
			standards for dictionary skills	standards (Standard 4), informational and literary standards	
			were augmented in the	(Standard 4) as well as the language standards (Standard 4)	

8.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).				Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	No comments			Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9th-10th Grades

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Stand	dards for Literature					
Key Ideas and	d Details					
9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No comments				Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RL.2		No comments				Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RL.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	No comments				Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Craft and Stru	ucture					
9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	No comments				Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RL.5	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	No comments				Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

ı		broadened to literary texts, presumably those both inside and outside the U.S.; "point of view" has been expanded to "points of view." As written, the standard could mean that students don't read texts outside the US, which changes the intent drastically, and	This is a curricular decision by the local education agency.	the 9-23-16 meeting. Achieve reviewed the standard as it appeared prior to the change: 11-12.RL.6 - Analyze how point of view impacts the implicit and explicit meanings in a text.	and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.
	drawing from a variety of	outside the U.S.; "point of view" has been expanded to "points of view." As written, the standard could mean that students don't read texts outside the US, which changes the intent drastically, and	decision by the local	11-12.RL.6 - Analyze how point of view impacts the implicit and explicit meanings in a text.	drawing from a variety of literary
	_	has been expanded to "points of view." As written, the standard could mean that students don't read texts outside the US, which changes the intent drastically, and	I	and explicit meanings in a text.	
	literary texts.	view." As written, the standard could mean that students don't read texts outside the US, which changes the intent drastically, and	education agency.	and explicit meanings in a text.	texts.
		could mean that students don't read texts outside the US, which changes the intent drastically, and			
		read texts outside the US, which changes the intent drastically, and		The standard was sharred on 0/33/46 to read	1
		changes the intent drastically, and		The standard was showed as 0/22/40 to read.	
				The standard was changed on 9/23/16 to read:	
		may limit exposure of world		11-12.RL.6 - Analyze how the narrative point of view impacts	
		literature for some students.		the implicit and explicit meanings in a text.	
Integration of Kno	owledge and Ideas				
9-10.RL.7	Analyze the representation of a	1. Achieve: The omission of the	no revision		Analyze the representation of a
	subject or a key scene in two	examples reduces clarity and does			subject or a key scene in two
	different artistic mediums,	not provide any tangible	This is a curricular		different artistic mediums,
	including what is emphasized or	expectations for an abstract	decision by the local		including what is emphasized or
	absent in each treatment.	concept to educators.	education agency.		absent in each treatment.
		·] ,		
	(a)				
9-10.RL.8	(Not applicable to literature)	No comments			(Not applicable to literature)
9-10.RL.9	Analyze how an author draws	1. Achieve: The examples have	no revision		Analyze how an author draws on
	on and transforms source	been omitted; as a result, the			and transforms source material
	material in a specific work.	expectations for the standard are	This is a curricular		in a specific work.
		not as clear.	decision by the local		
			education agency.		
Range of Reading	and Level of Text Complexity				

9-10.RL.10	drama, and poetry, in a text	1. Achieve: Without distinguishing an increase in complexity between grades 9 and 10, it is possible that students do not move to increasingly complex text by the end of 10th grade. Additionally, the new wording may make text selection difficult for test developers in both grades. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for <i>Text Complexity</i> was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitative and quantitative measures to determine text complexity and the appropriateness of a	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade" The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade" Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. 2. Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific gradelevel. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
		don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	text for a grade-level.	considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity.	
	ds for Informational Text				
Key Ideas and De					
9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as	No comments			Cite strong and thorough textual evidence to support analysis of what the text says explicitly as
9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	No comments			Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9-10.RI.3	Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	1.Achieve: "Organizes" speaks more to text structure, aligning better with standard 5. The rewording may result in teachers and assessment designers interpreting text structure instead of focusing more on how elements in a text interact, which is the intent of the anchor standard.	_		Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
			drawn between them.		
Craft and Struc	ture				
9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	1. Achieve: The omission of the parenthetical examples weakens the standard, as the expectations for analyzing tone in grades 9-10 are not clear.	no revision The parenthetical does not give an expectation and the revised language allows for language study in a wider variety of texts.		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or	No comments			Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	No comments			Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of k	Knowledge and Ideas				
9-10.RI.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each	No comments			Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

9-10.RI.8	Delineate and evaluate the	No comments				Delineate and evaluate the
9-10.KI.6		INO COMMENTS				
1	argument and specific claims in					argument and specific claims in a
1	a text, assessing whether the					text, assessing whether the
1	reasoning is valid and the					reasoning is valid and the
	evidence is relevant and					evidence is relevant and
	sufficient; identify false					sufficient; identify false
1	statements and fallacious					statements and fallacious
1	reasoning.					reasoning.
9-10.RI.9	Analyze seminal/primary	1. Achieve: The omission of	no revision			Analyze seminal/primary
1	documents of historical and	parenthetical examples for specific				documents of historical and
1	literary significance, including	relevant works (e.g., Washington's				literary significance, including
1	how they address related	Farewell Address) and the	decision of the local			how they address related themes
1	themes and concepts.	· ·	education agency.			and concepts.
1	themes and concepts.	documents may pose a vertical	eddedion agency.			and concepts.
		1				
1		alignment problem for grades 11-				
		12, which separate seminal and				
1		primary across standards 8 and 9.				
Range of Readin	g and Level of Text Complexity					
9-10.RI.10	By the end of the year,	Achieve: Without distinguishing an	Based on the technical	Achieve: All comments a-c refer to the high or low end of the text		By the end of the year,
J 10.11.10	proficiently and independently	increase in complexity between grades 9	feedback from Dr. Stotsky,	complexity band. The RL 10 standards have been revised to state "By the end		proficiently and independently
1	read and comprehend	and 10, it is possible that students do not		of the year, proficiently and independently read and comprehend literature		read and comprehend
1	· ·	move to increasingly complex text by the	brief definition for Text	including stories, dramas, and poety, in a text complexity range determined		•
1	informational texts and	end of 10th grade.	Complexity was removed	by qualitative and quantitative measures appropriate to grade" The		informational texts and
1	nonfiction in a text complexity	Additionally, the new wording may make	from the draft glossary. In	revised RI 10 standard states "By the end of the year, proficiently and		nonfiction in a text complexity
	range determined by qualitative	text selection difficult for test developers in both grades.	its place was added an expanded document that	independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures		range determined by qualitative
1	and quantitative measures	both grades.	defines text complexity,	appropriate to grade" Thus, there is a range embedded in the new		and quantitative measures
	appropriate to grade 9.	2. Elizabeth Pope: It may be helpful to	text difficulty, quantitative	standard allowing educators/local education agencies to choose the range		appropriate to grade 9.
1		include definitions of or some guidelines as	measures, and qualitative	appropriate for their students and meet their needs. Additionally, an		
1	By the end of the year,	to what qualifies as reading "proficiency"	measures. This section	expanded explanation of text complexity and related terms is included in the		By the end of the year,
	proficiently and independently	and what reading "independently" means.	further explains what it	glossary.		proficiently and independently
1	read and comprehend	Both of these terms are used in the Range	means to read			read and comprehend
1	informational texts and	of Reading and Level of Text Complexity cluster of standards in the Reading	"independently" and "proficiently". Additionally,	Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA		informational texts and
	nonfiction in a text complexity	Standards for Literature strand without any	1 ' ' '	Glossary, which will help to guide educators when applying the standard.		nonfiction in a text complexity
1				diossary, which will help to gaine educators when applying the standard.		range determined by qualitative
	and quantitative measures	and independence look like.	on how to use qualitiative	3. Dr. Stotsky: The newly phrased text complexity standards provide		and quantitative measures
1	appropriate to grade 10.		and quantitative measures	clarification that educators are to use quantitative and qualitative measures		appropriate to grade 10.
1	appropriate to grade 10.	3. Dr. Stotsky: The draft standards do not	to determine text	to determine whether a text is approrpriately complex for a specific grade-		appropriate to grade 10.
1		provide any clues about the level of reading	l ' '	level. The newly expanded text complexity section in the glossary defines		
1		difficulty desired-at any grade. The	appropriateness of a text	these terms and explains how to employ them together to determine text		
1		suggestion that teachers use "qualitative and quantitative measures appropriate to	for a grade-level.	complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering		
1		the grade" are of little use. How would new		schools and districts to make informed text selections for their students.		
1		teachers, especially, know what is				
1		appropriate to the grade? Most teachers		4. Response to public comments calling for the addition of "reader and task		
1		don't have time to apply quantitative		considerations" to the standards: Reader and task considerations are part of		
1		measures to every text they want to		the qualitative measures in instructional decision-making process and are		
1		consider. Nor will a coherent curriculum		included in the newly revised glossary addition of text complexity.		
1		result from the use of such measures.				
Writing Standard	ds					
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9-10.W.1	Write arguments to support claims in an	No comments			Write arguments to support claims in an
	analysis of substantive topics or texts,				analysis of substantive topics or texts,
	using valid reasoning and relevant and				using valid reasoning and relevant and
	sufficient evidence.				sufficient evidence.
	a. Introduce precise claim(s), distinguish				a. Introduce precise claim(s), distinguish
	the claim(s) from alternate or opposing				the claim(s) from alternate or opposing
	claims, and create an organization that				claims, and create an organization that
	establishes clear relationships among				establishes clear relationships among
	claim(s), counterclaims, reasons, and				claim(s), counterclaims, reasons, and
	evidence.				evidence.
	b. Develop claim(s) and counterclaims				b. Develop claim(s) and counterclaims
	fairly, supplying evidence for each while				fairly, supplying evidence for each while
	pointing out the strengths and				pointing out the strengths and limitations
	limitations of both in a manner that				of both in a manner that anticipates the
	anticipates the audience's knowledge				audience's knowledge level and concerns.
	level and concerns.				c. Use words, phrases, and clauses to link
	c. Use words, phrases, and clauses to				the major sections of the text, create
	link the major sections of the text, create				cohesion, and clarify the relationships
	cohesion, and clarify the relationships				between claim(s) and reasons, between
	between claim(s) and reasons, between				reasons and evidence, and between
	reasons and evidence, and between				claim(s) and counterclaims.
	claim(s) and counterclaims.				d. Establish and maintain a formal style
	d. Establish and maintain a formal style				and objective tone while attending to the
	and objective tone while attending to				norms and conventions of the discipline in
	the norms and conventions of the				which they are writing.
	discipline in which they are writing.				e. Provide a concluding statement or
	e. Provide a concluding statement or				section that follows from and supports
	section that follows from and supports				the argument presented.
	the argument presented.				
1		1			

9-10.W.2	Write informative/explanatory texts to	1. Achieve: "Objective" was	no change		Write informative/explanatory texts to
J-10. VV.Z	1	•	ino change		examine and convey complex ideas,
	concents, and information clearly and	changed to "appropriate" in			concepts, and information clearly and
	accurately through the effective	section E. The change is much	they agree		accurately through the effective selection,
	selection, organization, and analysis of	more precise and will aid teachers			organization, and analysis of content.
		in instruction.			a. Introduce a topic; organize complex
	a. Introduce a topic; organize complex	III III decioni.			ideas, concepts, and information to make
	ideas, concepts, and information to				important connections and distinctions;
	make important connections and				include formatting (e.g., headings),
	distinctions; include formatting (e.g.,				graphics (e.g., figures, tables), and
	headings), graphics (e.g., figures, tables),				multimedia when useful to aiding
	and multimedia when useful to aiding				comprehension.
	comprehension.				b. Develop the topic with well-chosen,
	b. Develop the topic with well-chosen,				relevant, and sufficient facts, extended
	relevant, and sufficient facts, extended				definitions, concrete details, quotations,
	definitions, concrete details, quotations,				or other information and examples
	or other information and examples				appropriate to the audience's knowledge
	•				of the topic.
	appropriate to the audience's				•
	knowledge of the topic.				c. Use appropriate and varied transitions
	c. Use appropriate and varied transitions				to link the major sections of the text,
	to link the major sections of the text,				create cohesion, and clarify the
	create cohesion, and clarify the				relationships among complex ideas and
	relationships among complex ideas and				concepts.
	concepts.				d. Use precise language and
	d. Use precise language and				domain-specific vocabulary to manage
	domain-specific vocabulary to manage				the complexity of the topic.
	the complexity of the topic.				e. Establish and maintain a formal style
	e. Establish and maintain a formal style				and an appropriate tone while attending
	and an appropriate tone while attending				to the norms and conventions of the
	to the norms and conventions of the				discipline in which they are writing.
	discipline in which they are writing.				f. Provide a concluding statement or
	f. Provide a concluding statement or				section that follows from and supports
	section that follows from and supports				the information or explanation presented
	the information or explanation				(e.g., articulating implications or the
	presented (e.g., articulating implications				significance of the topic).
	or the significance of the topic).				
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9-10.W.3	Write narratives to develop real or	1. Achieve: The revision changes	no change		Write narratives to develop real or
	imagined experiences or events using	the wording from "telling details"			imagined experiences or events using
	effective technique, well-chosen details,	to "descriptive details," and is an	they agree		effective technique, well-chosen details,
	and well-structured event sequences.	improvement on the standard.	1		and well-structured event sequences.
	a. Engage and orient the reader by	1			a. Engage and orient the reader by setting
	setting out a problem, situation, or	"Descriptive" is more precise than			out a problem, situation, or observation,
	observation, establishing one or multiple	"telling," and raises the			establishing one or multiple point(s) of
	point(s) of view, and introducing a	expectations for students			view, and introducing a narrator and/or
	narrator and/or characters; create a	appropriately.			characters; create a smooth progression
	smooth progression of experiences or	арргорпассту.			of experiences or events.
	events.				b. Use narrative techniques, such as
	b. Use narrative techniques, such as				dialogue, pacing, description, reflection,
	dialogue, pacing, description, reflection,				and multiple plot lines, to develop
	and multiple plot lines, to develop				experiences, events, and/or characters.
	experiences, events, and/or characters.				c. Use a variety of techniques to sequence
	c. Use a variety of techniques to				events so that they build on one another
	sequence events so that they build on				to create a coherent whole.
	one another to create a coherent whole.				d. Use precise words and phrases,
	d. Use precise words and phrases,				relevant descriptive details, and sensory
	relevent descriptive details, and sensory				language to convey a vivid picture of the
	language to convey a vivid picture of the				experiences, events, setting, and/or
	experiences, events, setting, and/or				characters.
	characters.				e. Provide a conclusion that follows from
	e. Provide a conclusion that follows from				and reflects on what is experienced,
	and reflects on what is experienced,				observed, or resolved over the course of
	observed, or resolved over the course of				the narrative.
	the narrative.				
Droduction on	ad Distribution of Writing				
	nd Distribution of Writing				
9-10.W.4	Produce clear and coherent	1. Achieve: There do not appear to			Produce clear and coherent
	writing in which the	be any changes (from the 2010			writing in which the
	development, organization, and	standard).			development, organization, and
	style are appropriate to task,				style are appropriate to task,
	purpose, and audience.				purpose, and audience.
	(Grade-specific expectations for				(Grade-specific expectations for
	writing types are defined in				writing types are defined in
	standards 1–3 above.)				standards 1–3 above.)
	Standards 1 3 above. j				Standards I S above.j
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9-10.W.5	1	No comments				Develop and strengthen writing
	as needed by planning, revising,					as needed by planning, revising,
	editing, rewriting, or trying a					editing, rewriting, or trying a new
	new approach, focusing on					approach, focusing on addressing
	addressing what is most					what is most significant for a
	significant for a specific purpose					specific purpose and audience.
	and audience. (Editing for					(Editing for conventions should
	conventions should					demonstrate command of
	demonstrate command of					Language standards 1–3 up to
	Language standards 1–3 up to					and including grades 9–10.)
	and including grades 9–10.)					and including grades 5 10.)
	and including grades 9–10.)					
9-10.W.6	Use technology, including the	No comments				Use technology, including the
3 10.00.0	internet, to produce, publish,	l de comments				internet, to produce, publish, and
	and update individual or shared					update individual or shared
						-
	writing products, taking					writing products, taking
	advantage of technology's					advantage of technology's
	capacity to link to other					capacity to link to other
	information and to display					information and to display
	information flexibly and					information flexibly and
	dynamically.					dynamically.
Research to B	uild and Present Knowledge					
9-10.W.7		No comments				Conduct short as well as more
						sustained research projects to
	Conduct short as well as more					answer a question (including a
	sustained research projects to					self-generated question) or solve
	answer a question (including a					a problem; narrow or broaden
	self-generated question) or					the inquiry when appropriate;
	solve a problem; narrow or					synthesize multiple sources on
	broaden the inquiry when					the subject, demonstrating
	appropriate; synthesize multiple					understanding of the subject
	sources on the subject,					_
	demonstrating understanding of					under investigation.
	the subject under investigation.					
9-10.W.8	Gather relevant information	No comments				Gather relevant information from
	from multiple authoritative print					multiple authoritative print and
	and digital sources, using					digital sources, using advanced
	advanced searches effectively;					searches effectively; assess the
	assess the usefulness of each					usefulness of each source in
	source in answering the					answering the research question;
	research question; integrate					integrate information into the
	information into the text					text selectively to maintain the
	selectively to maintain the flow					flow of ideas, avoiding plagiarism
	of ideas, avoiding plagiarism and					and following a standard format
	following a standard format for					for citation.
	citation.					
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9-10.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature.	1. Achieve: The omission of the examples neither strengthens nor weakens the standard.			Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature. b. Apply grades 9-10 Reading
	b. Apply grades 9-10 Reading standards to informational and nonfiction text.				standards to informational and nonfiction text.
Range of Writing		No. and and and a			Marita and a decided
9-10.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No comments			Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Lis	tening Standards				
Comprehension	and Collaboration				

0.10.01.4	Initiate and participate effectively is -	No commont-			Initiate and participate effectively in a
9-10.SL.1		No comments			
	range of collaborative discussions				range of collaborative discussions (one-on- one, in groups, and teacher-led)
	(one-on- one, in groups, and teacher-led) with diverse partners on				with diverse partners on grades 9–10
	grades 9–10 topics, texts, and issues,				topics, texts, and issues, building on
	building on others' ideas and expressing				others' ideas and expressing their own
	their own clearly and persuasively.				clearly and persuasively.
	a. Come to discussions prepared having				a. Come to discussions prepared having
	read and researched material under				read and researched material under
	study; explicitly draw on that				study; explicitly draw on that preparation
	preparation by referring to evidence				by referring to evidence from texts and
	from texts and other research on the				other research on the topic or issue to
	topic or issue to stimulate a thoughtful,				stimulate a thoughtful, well- reasoned
	well- reasoned exchange of ideas.				exchange of ideas.
	b. Work with peers to set rules for				b. Work with peers to set rules for
	collegial discussions and decision-making				collegial discussions and decision-making
	(e.g., informal consensus, taking votes				(e.g., informal consensus, taking votes on
1	on key issues, and presentation of				key issues, and presentation of alternate
	alternate views), clear goals and				views), clear goals and deadlines, and
	deadlines, and individual roles as				individual roles as needed.
	needed.				c. Propel conversations by posing and
	c. Propel conversations by posing and				responding to questions that relate the
	responding to questions that relate the				current discussion to broader themes or
	current discussion to broader themes or				larger ideas; actively incorporate others
	larger ideas; actively incorporate others				into the discussion; and clarify, verify, or
	into the discussion; and clarify, verify, or				challenge ideas and conclusions.
	challenge ideas and conclusions.				d. Respond thoughtfully to diverse
	d. Respond thoughtfully to diverse				perspectives, summarize points of
	perspectives, summarize points of				agreement and disagreement, and, when
	agreement and disagreement, and,				warranted, qualify or justify their own
	when warranted, qualify or justify their				views and understanding and make new
	own views and understanding and make				connections based on the evidence and
	new connections in light of the evidence				reasoning presented.
	and reasoning presented.				
9-10.SL.2	Integrate multiple sources of	No comments			Integrate multiple sources of
	information presented in				information presented in diverse
	diverse media or formats,				media and formats, evaluating
1	evaluating the credibility and		1		the credibility and accuracy of
	accuracy of each source.				each source.
0.10.5; 3					
9-10.SL.3	· · · ·	No comments	1		Evaluate a speaker's point of
	view, reasoning, and use of				view, reasoning, use of evidence,
	evidence and rhetoric,		1		and use of rhetoric, identifying
	identifying any fallacious				any fallacious reasoning or
	reasoning or exaggerated or		1		exaggerated or distorted
	distorted evidence.				evidence.
Drocontation	of Knowledge and Ideas			 	
riesentation (of Knowledge and Ideas				

and cond liste reas deve style	d supporting evidence clearly, ncisely, and logically such that eners can follow the line of	 Dr. Stotsky - Few speaking standards can be found in this strand. Standards eliciting talk were chiefly for 	reviewed Dr. Stotsky's suggestion and found that	The National Communication Association has the following statement on its website regarding its K-12 standards		Present information, findings, and supporting evidence clearly,
cond liste reas deve style	ncisely, and logically such that eners can follow the line of	eliciting talk were chiefly for	· · · · · · · · · · · · · · · · · · ·	Statement on its website regarding its K-12 standards	1	and supporting evidence treatly, 1
liste reas deve style	eners can follow the line of			(www.natcom.org/K-12Resources/): "the College Board has		
reas deve style	eners can follow the fine of	discussion purposes. I strongly	the current form of the	, , ,		concisely, and logically such that
deve style		recommend inserting standards on the	Speaking & Listening	published content standards for middle school and high		listners can follow the line of
style	isoning and the organization,	development of children's speaking		school English Language Arts and Mathematics and Statistics.		reasoning and the organization,
	alanment cubetance and I	skills. For example, in grade 1, one	heart of her concerns	The College Board Standards for College Success define a		develpment, substance, and style
purı	la ara annuanriata ta	could expect all students to explain	about presentation skills and evaluating	developmental progression of rigorous learning objectives for		are appropriate to purpose,
		orally personally interests, tell stories,	presentations by speakers,	six courses in middle school and high school that will lead all		audience, and task; use
			with the exception of	students to being prepared for AP or college-level work. NCA		appropriate eye contact,
1		adequate volume and keeping eye	•	members Sherry Morreale, John Heineman, and Mary Bozik		adequate volume, and clear
		contact with the audience. By grade	standards that she	served on the writing team for the Communication		pronunciation.
		12, all students should be able to	refenences are no longer	Standards, which were endorsed by the Executive Committee		p. o. a.
		critique a formal speech given by a	used by the National	as a replacement for NCA's K-12 Standards."		
		member of the local community at a	Communication	as a replacement for NCA's K-12 Standards.		
		public meeting using a professional	Association (see note)).	2. The condition recovers have the Callery Decad Chandrade for		
		scoring guide (e.g., a guide for	The Working Group	2. The working groups have the College Board Standards for		
		Toastmasters International contests).	believes that "speaking	College Success to review as a resource.		
	-	The Speech Communication	clearly" is covered in			
		Association had a useful set of	Standard 1 when grades 3-	3. The document referenced by Dr. Stotsky in her feedback		
		standards for K-12. There are others	12 asks students to express	was provided to the working group.		
		also worth looking at.	their ideas "clearly." This is			
		http://files.eric.ed.gov/fulltext/ED395	also covered in Standard			
		353.pdf	#4 when grade 2 says,			
			"speaking audibly", grades			
			3-5 says, "speak clearly at a understandable pace", and			
			grades 6-8 says, "use			
			appropriate eye contanct,			
			adequate volume, and			
			clear pronunciation."			
			Based on Dr. Stotsky's			
			recommendation, the			
9-10.SL.5 Mak	ke strategic use of digital	1. Achieve: There do not appear to	following revisions will be			Make strategic use of digital
		be any changes (from the 2010				media in presentations to
	-					enhance understanding of
I I	=	standard).				_
	dings, reasoning, and					findings, reasoning, and evidence
evid	dence and to add interest.					and to add interest.
0.40 \$1.6		NI				Adams and also see the first f
	' '	No comments				Adapt speech to a variety of
	ntexts and tasks,					contexts and tasks,
	monstrating command of					demonstrating command of
forn	mal English when indicated					formal English when indicated or
or a	appropriate. (See grades					appropriate. (See grades 9–10
9–1	10 Language standards 1 and					Language standards 1 and 3 for
	or specific expectations.)					specific expectations.)
	, ,					
Language Standards						
Conventions of Stand	dard English					

9-10.L.1	Demonstrate command of the	No comments			Demonstrate command of the
9-10.L.1		No comments			Demonstrate command of the
	conventions of Standard English				conventions of Standard English
	grammar and usage when				grammar and usage when writing
	writing or speaking.				or speaking.
	a. Use parallel structure.				a. Use parallel structure.
	b. Use various types of phrases				b. Use various types of phrases
	(noun, verb, adjectival,				(noun, verb, adjectival, adverbial,
	adverbial, participial,				participial, prepositional, and
	prepositional, and absolute) and				absolute) and clauses
	clauses (independent,				(independent, dependent; noun,
	dependent; noun, relative,				relative, adverbial) to convey
	adverbial) to convey specific				specific meanings and add variety
	meanings and add variety and				and interest to writing or
	interest to writing or				presentations.
	presentations.				
9-10.L.2	Demonstrate command of the	1. Achieve: This is a close match to			Demonstrate command of the
		the 2010 standard.			conventions of Standard English
	capitalization, punctuation, and				capitalization, punctuation, and
	spelling when writing.				spelling when writing.
	a. Use a semicolon (and perhaps				a. Use a semicolon (and perhaps
	a conjunctive adverb) to link				a conjunctive adverb) to link two
	two or more closely related				or more closely related
	independent clauses.				independent clauses.
	b. Use a colon to introduce a list				b. Use a colon to introduce a list
	or quotation.				or quotation.
	c. Use correct spelling.				c. Use correct spelling.
Knowledge of L					
9-10.L.3	Apply knowledge of language to	1. Achieve: The omission of	no revision		Apply knowledge of language to
	understand how language	"appropriate for the discipline and			understand how language
	functions in different contexts,	writing type" (which was included			functions in different contexts, to
	to make effective choices for	in the 2010 standard) does not			make effective choices for
	meaning or style, and to	make it clear that different types			meaning or style, and to
	comprehend more fully when	of disciplines require different			comprehend more fully when
	reading or listening.	types of citations, but this does			reading or listening.
	a. Write and edit work so that it	not weaken the standard.			a. Write and edit work so that it
	conforms to the guidelines in a				conforms to the guidelines in a
	style manual.				style manual.
Vocabulary Aca	uisition and Use				

0.101.4	Determine or clarify the meaning of	1. Dr. Stotsky: At every grade level,	1. Standard should read:	1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards		Determine or clarify the meaning of
9-10.L.4	unknown and multiple-meaning words		Determine or clarify the	Development Committee at the 11/30/16 meeting, the indicator for context		-
	and phrases based on grades 9–10	certain strategies to determine the	meaning of unknown and	clues will be moved from the first strategy to a placement that better		unknown and multiple-meaning
		ı	multiple-meaning words	indicates that it is one strategy, not the primary strategy, for determining the		words and phrases based on grades
	reading and content, choosing flexibly	meaning of unfamiliar words. The first	and phrases based on	meaning of an unknown word. Additionally, the parenthetical reference to		9–10 reading and content, choosing
	from a range of strategies.	strategy always recommended is to "use	grades 9–10 reading and	using context in indicator "d" will be removed so that there is not duplication		flexibly from a range of strategies.
	a. Use context (e.g., the overall	context clues." Not only should this	content, choosing flexibly	within the standard and to align vertically with the 11-12th grade, which		a. Identify and correctly use patterns
	meaning of a sentence, paragraph, or	pedagogical strategy be stricken from	from a range of strategies.	removed the parenthetical reference alltogether.		of word changes that indicate
	•		a. Identify and correctly			different meanings or parts of speech
	sentence) as a clue to the meaning of	education methods courses. There is NO	use patterns of word	The indicator is not being removed completely because, according to Hibbard		(e.g., analyze, analysis, analytical;
	a word or phrase.	body of research to support it, and it	changes that indicate	(2009), context clue instruction was found to improve students' word		advocate, advocacy).
		doesn't make sense. Nor id the National	different meanings or parts	learning strategies. Students that received six weeks of explicit instruction in		b. Use context (e.g., the overall
	of word changes that indicate	Reading Panel's 2000 report recommend	of speech (e.g., analyze,	context clues were more able to effectively determine the meaning of		meaning of a sentence, paragraph, or
	different meanings or parts of speech	this strategy. In authentic writing, one	analysis, analytical;	unknown words than students that did not receive the instruction (Jensen,		text; a word's position or function in
	(e.g., analyze, analysis, analytical;	usually does not find "clues" to the	advocate, advocacy).	2009). A multitude of words require specified syntactic and semantic		a sentence) as a clue to the meaning
	advocate, advocacy).	meaning of an unfamiliar word. Strong	b. Use context (e.g., the	contexts to assist learners to determine their meanings (Chilton & Ehri,		
	c. Consult general and specialized	reading, writing, and speaking	overall meaning of a	2015). According to research found in Appendix A (vocabulary instructional		of a word or phrase.
	reference materials (e.g., dictionaries,	vocabularies are developed in other	sentence, paragraph, or	methods 4-33) of the National Reading Panel (1999), students used context		c. Consult general and specialized
	glossaries, thesauruses), both print	ways.	text; a word's position or	clues embedded in paragraphs to help them learn meanings of unknown		reference materials (e.g.,
	and digital, to find the pronunciation		function in a sentence) as a	words. In contextual analysis, context clues are primarily used before	•	dictionaries, glossaries, thesauruses),
	of a word or determine or clarify its	2. Dr. Stotsky - As for omissions, I am	clue to the meaning of a	reviewing words and definitions (NRP, 1999). This order and progression of		both print and digital, to find the
	precise meaning, its part of speech, or	surprised to see no specific dictionary	word or phrase.	word learning strategies in Appendix A of the National Reading Panel also		pronunciation of a word or
	its etymology.	skills expected of elementary students.	c. Consult general and	supports the progression of using contextual analysis, then word analysis		determine or clarify its precise
	d. Verify the preliminary	In pre-Common Core Massachusetts	specialized reference	(root words and prefixes) and then reference materials as found in Language		meaning, its part of speech, or its
	determination of the meaning of a	standards, dictionary skills were to be	materials (e.g.,	Standard 4 subcategories a through d. Research supports the presence of the		etymology.
	word or phrase (e.g., by checking the	taught in all elementary grades and were	dictionaries, glossaries,	indicator calling for the use of context as one clue to help determine the		d. Verify the preliminary
	inferred meaning in context or in a	assessed on state tests for many years.	thesauruses), both print	meaning of an unfamiliar word.		determination of the meaning of a
	dictionary).	Standards for dictionary skills should be	and digital, to find the	The ELA standards are intended as an integrated model that addresses		word or phrase.
	alocional yy.	added.	pronunciation of a word or	unknown words in the reading foundational standards (Standard 4),		word of prinase.
		dudeu.	determine or clarify its	informational and literary standards (Standard 4), as well as the language		
			I' - '	standards (Standard 4). Through this integrated model, the use of context		
			speech, or its etymology.	clues is necessary for the end goal of comprehension, inference, and deeper		
			d. Verify the preliminary	analysis. If removed, this will disrupt the horizontal and vertical alignment, as		
			determination of the	well as the intended progression of the ELA standards. Its removal would		
			meaning of a word or	also remove focus on a key strategy employed by all readers to determine		
			phrase.	the meaning of unfamiliar words.		
9-10.L.5	Demonstrate understanding of	No comments				Demonstrate understanding of
	figurative language, word					figurative language, word
	relationships, and nuances in					relationships, and nuances in
	word meanings.					word meanings.
	 a. Interpret figures of speech 					a. Interpret figures of speech
	(e.g., euphemism, oxymoron) in					(e.g., euphemism, oxymoron) in
	context and analyze their role in				•	context and analyze their role in
					•	
	the text.				•	the text.
	b. Analyze nuances in the					b. Analyze nuances in the
	meaning of words with similar					meaning of words with similar
	denotations.					denotations.

9-10.L.6	Acquire and use accurately	No comments			Acquire and use accurately
	general academic and				general academic and
	domain-specific words and				domain-specific words and
	phrases, sufficient for reading,				phrases, sufficient for reading,
	writing, speaking, and listening				writing, speaking, and listening at
	at the college and career				the college and career readiness
	readiness level; demonstrate				level; demonstrate independence
	independence in gathering				in gathering vocabulary
	vocabulary knowledge when				knowledge when considering a
	considering a word or phrase				word or phrase important to
	important to comprehension or				comprehension or expression.
	expression.				

11th-12th Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	_	Public Comment	Final ELA Standard (*Standards in red changed from the initial
Reading Stand	ards for Literature						
Key Ideas and	Details						
11-12.RL.1	Cite strong and thorough textual evidence to support	No comments					Cite strong and thorough textual evidence to support
11-12.RL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	No comments					Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
11-12.RL.3	how to develop and connect elements of a story or drama.	to "connect" changes the intent slightly. Whereas "relate" indicates there may be a relationship between elements in a text, "connect" indicates that the relationship may be linked together, and they may not be? The omission of examples to explain how "connect" differs from	choices. The parenthetical inclusion				Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.
Craft and Struc	cture						

11-12.RL.4	figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.	phrases in a text they are analyzing the impact of specific choices on meaning and tone. The current standards treat these elements as disparate concepts, i.e., in some instances students may determine the meaning of words and phrases; in other instances they may analyze the impact of specific word choices on meaning and tone. The omission of the latter part of the standard "with multiple meanings" is a significant change. Students should continue to determine the textual definition of multiple meaning words through 12th grade.	Standard should read: Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone. NOTE: These standards should not be taught in isolation. When taught in tandem, educators are able to help students learn the skill of word choice and why words are chosen for certain purposes due to the impact they will have. Figurative and connotative meanings in addition to determine the meaning (implied denotative) would allow for the discussion of multiple meanings that was listed in the original standard.		Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.
11-12.RL.5		1. Achieve: The examples omitted served as the intended focus of the standard. The omission may create confusion for teachers and reduce expectations.	No revision necessary: The revision increases expectations and allows freedom for deeper conversation about text structure.		Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

11-12.RL.6	Analyze how point of view	(*NOTE: Achieve reviewed this	Standard should read:	*NOTE: This standard was changed by the working group at	The previous	The list draws	Using a variety of genres,
	impacts the implicit and	standard as it appeared prior to the	Using a variety of genres,	the 9-23-16 meeting. Achieve reviewed the standard as it	AZCCRS standard addresses teaching	educators into	analyze how the narrative
	explicit meanings in a text.	9/23/16 working group meeting,	analyze how the	appeared prior to the change:	satire, irony, and	choosing	point of view impacts the
		when it was changed by the working	narrative point of view		sarcasm	exclusively satire as	implicit and explicit
		group. See the note in column E for	impacts the implicit and	11-12.RL.6 - Analyze how point of view impacts the implicit	specifically and	the text. The	meanings in a text
		both the previous version of the	explicit meanings in a text.	and explicit meanings in a text.	how those things	revision would allow educators	
		standard.)	We believe the list draws		appear in the text.	freedom of more	
			educators into choosing	The standard was changed on 9/23/16 to read:	"Point of view" is vague and could be	texts but provide	
		1. Achieve: The standard is intended	exclusively satire as the		as simple as	more variety for	
		to push students to understand	•	11-12.RL.6 - Analyze how the narrative point of view impacts	first/second/third	students. By	
		satire, sarcasm, irony, or		the implicit and explicit meanings in a text.	person and does	turning the focus to	
		understatement (critical for	of more texts but		not account for	satire sarcasm,	
		discerning meaning in text at this	provide more variety for		determining the	irony, and	
		level). The omission of the examples	students. By turning the		difference between what is	understatement,	
		reduces the standard to	focus to satire sarcasm,		said in the text and	the standard would	
		distinguishing implicit and explicit	irony, and		what is actually	imply that satire is	
		meanings in text, when the standard	understatement, the		meant. These	exclusively meant	
		_	standard would imply		things need to be	for 11th and 12th	
		is intended to be much richer and	that satire is exclusively		spelled out in the	grade, and this	
		focused.	meant for 11th and 12th		standard, as "implicit and	would be the only	
			grade, and this would be		explicit meanings"	means through	
			the only means through		is too vague and	which point of view	
			which point of view is		leaves too much	is analyzed. See	
			analyzed.		room for	technical review comments for this	
					interpretation.	standard on 10-18-	
						16	
ntegration of k	Cnowledge and Ideas						
L1-12.RL.7	Analyze multiple	1. Achieve: The omission of	No revision: This is a				Analyze multiple
	interpretations of a story,	Shakespeare and one play by an	curriculum decision at				interpretations of a story,
	drama, or poem (e.g.,	American dramatist will not	the local level.				drama, or poem (e.g.,
11-12.RL.8	(Not applicable to	No comments					(Not applicable to

11-12.RL.9	Analyze how two or more texts from the same period treat similar themes or topics.	1. Achieve: AZ omitted 18th-, 19th-, and early 20th- century foundational works of literature which are important for critical study and review. The danger of this omission is that teachers might only focus on works from the latter 20th century, missing opportunities for analysis	range of time periods, analyze how two or	period." There are lots of ways to compare works with similar themes.	requests a wide variety, and strengthens the	Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.
Range of Readin	g and Level of Text Complexi	and evaluation of the rich, complex language of previous time periods. Additionally, studying foundational works of literature positions students to learn the civic responsibilities of American citizens.	This revision honors the anchor standard, requests a wide variety, and strengthens the standard of comparing texts.	time period or not. As it is written, we would not be satisfying the standard if we were comparing Heart of Darkness with Things Fall Apart and Apocalypse Now, for example.		

11-12.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11. By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 12.	1.Achieve: Grades 11-12 are in the same text complexity band, meaning that what primarily distinguishes appropriate text is the qualitative analysis. There is not a hard quantities line between grades 11 and 12; rewording the standard to be near the high end of the band or near the middle of the band may be a bit clearer for teachers. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	Achieve: The brief definition for <i>Text</i> Complexity was removed from the draft	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade" The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade" Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. 2. Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific gradelevel. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity.		By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11. By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 12.
Reading Standa	rds for Informational Text					
Key Ideas and D	Details					
11-12.RI.1	Cite strong and thorough textual evidence to support	No comments				Cite strong and thorough textual evidence to support

11-12.RI.2	Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.	1. Achieve: This rewording changes meaning. The AZ expectation is for students to "determine and analyze the development and interaction" of two or more central ideas over the course of a text, not to determine and analyze two or more central ideas. The revision presupposes that students know the central idea(s), and move immediately into thinking about how those central ideas are developed and interacting. The original standard focuses on first determining the central idea then analyzing it. In the revision, after students have "determined and analyzed", they then are asked "to provide a complex analysis or objective summary," which is slightly confusing. Additionally, the wording makes it seem like students are only determining and analyzing in order to provide an analysis or summary, and that may be a limited expectation.	increases the rigor of the task when asking students to determine the central idea and then analyze it.		Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.
11-12.RI.3	Analyze a complex set of	No comments			Analyze a complex set of
	ideas or sequence of events				ideas or sequence of events
Craft and Struct	ture				
11-12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.		no revision needed They agree.		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

11-12.RI.5	Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.	1. Achieve: It is unclear what "the author's choice of structural elements" is; this is different than the structure of the text. Text features also seems very limited to headings, subheadings, labels, captions, etc. and may not be a feature in literary nonfiction text. The revised standard also omits the language "clarity, convincing, and engaging," weakening the standard.	offers a larger range of structural elements and text features to be analyzed. Clarity,		Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.
11-12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	1. Achieve: ELA10 gets more specific about the meaning of "effectiveness" and goes beyond by including power, persuasiveness, or beauty of the text. This change may be difficult for educators to know how to focus instruction with this standard.	The nuances of		Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
Integration of	Knowledge and Ideas				
11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.	Achieve: This is a close match to the 2010 standard.	no revision needed They agree.		Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.

11-12.RI.8	Delineate and evaluate the	1. Achieve: While the addition of	no revision			neate and evaluate the
	rhetorical effectiveness of	world texts is a positive one, the				orical effectiveness of
		changes require students to focus on	_			authors' reasoning,
	I' ' ' ' '	the rhetorical effectiveness instead of	_		I ⁻	nises, purpose, and
	argument in seminal U.S.	the reasoning of seminal texts. This	determined by		_	ment in seminal U.S.
	and world texts.	change is significant, as it does not	rhetorical		and '	world texts.
		address whether or not the author	effectiveness. If they			
		makes a sound, reasoned argument,	are ineffective, that			
		but if the author is effective in	will be revealed in an			
		convincing the audience of his	analysis of the			
		argument. Reasoning, application of	argument.			
		constitutional principles, and the				
		premises, purposes, and arguments				
		in works of public advocacy are				
		stripped, and those speak to				
		understanding reasoning.				
11-12.RI.9	Analyze foundational U.S.	1. Achieve: This change makes the	no revision		Anal	yze foundational U.S.
	and world documents of	standard more general, and these			and and	world documents of
	historical and literary	specific foundational documents may	The revised language		histo	orical and literary
	significance for their	not be covered. This marks a change	allows for more			ficance for their
	themes, purposes, and	from one of the expectations of the	curriculum choices in		_	nes, purposes, and
	rhetorical features.	•	the ELA classroom.			orical features.
			Other documents may			
			be taught in other			
			disciplines.			
Range of Readin	g and Level of Text Complexi					

	complexity range determined by qualitative and quantitative measures appropriate to grades 11. By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 12.	(quantitatively), meaning that what primarily distinguishes appropriate text is the qualitative analysis. There is not a hard quantitative line between grades 11 and 12; rewording the standard to be near the high end of the band or near the middle of the band may be a bit clearer for teachers. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion	Dr. Pope, and Achieve: The brief definition for Text Complexity was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade" The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade" Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. 2. Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific gradelevel. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity.	By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11. By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 12.
Text Types and P					

11-12.W.1	Write arguments to support claims	1. Achieve: d This is a good	no revision needed		Write arguments to support claims
	in an analysis of substantive topics	revision. Focusing on style			in an analysis of substantive topics
	or texts, using valid reasoning and	and tone appropriate to the norms	They agree.		or texts, using valid reasoning and
	relevant and sufficient evidence.	''' '	They agree.		relevant and sufficient evidence.
	d. Introduce precise,	and			a. Introduce precise,
	knowledgeable claim(s), establish	conventions do not suppose that all			knowledgeable claim(s), establish
	the significance of the claim(s),	arguments are formal in nature			the significance of the claim(s),
	distinguish the claim(s) from	(while they			distinguish the claim(s) from
					alternate or opposing claims, and
	create an organization that logically	can be), but does require that			create an organization that
	sequences claim(s), counterclaims,	students			logically sequences claim(s),
	reasons, and evidence.	have an understanding of their			counterclaims, reasons, and
	b. Develop claim(s) and	purpose			evidence.
	counterclaims fairly and	and audience when composing an			b. Develop claim(s) and
	thoroughly, supplying the most	· · ·			counterclaims fairly and
	relevant evidence for each while	argument.			thoroughly, supplying the most
	pointing out the strengths and				relevant evidence for each while
	limitations of both in a manner that				pointing out the strengths and
	anticipates the audience's				limitations of both in a manner
	knowledge level, concerns, values,				that anticipates the audience's
	and possible biases.				knowledge level, concerns, values,
	c. Use words, phrases, and clauses				and possible biases.
	as well as varied syntax to link the				c. Use words, phrases, and clauses
	major sections of the text, create				as well as varied syntax to link the
	cohesion, and clarify the				major sections of the text, create
	relationships between claim(s) and				cohesion, and clarify the
	reasons, between reasons and				relationships between claim(s) and
	evidence, and between claim(s)				reasons, between reasons and
	and counterclaims.				evidence, and between claim(s)
	d. Establish and maintain a style				and counterclaims.
	and tone appropriate to the norms				d. Establish and maintain a style
	and conventions of the discipline in				and tone appropriate to the norms
	which they are writing.				and conventions of the discipline
	e. Provide a concluding statement				in which they are writing.
	or section that follows from and				e. Provide a concluding statement
	supports the argument presented.				or section that follows from and
<u> </u>	J		ļ		cupports the argument presented

11-12.W.2	Write informative/explanatory	1. Achieve: d This revision	no revision needed		Write informative/explanatory
	texts to examine and convey	strengthens the standard as the			texts to examine and convey
	complex ideas, concepts, and	original	They agree.		complex ideas, concepts, and
	information clearly and accurately	_	Triey agree.		information clearly and accurately
	through the effective selection,	elements are not typically found in			through the effective selection,
	organization, and analysis of	informative/explanatory text. The			organization, and analysis of
	content.	revision			content.
	a. Introduce a topic; organize	allows for the previous techniques to			a. Introduce a topic; organize
	complex ideas, concepts, and	be			complex ideas, concepts, and
	information so that each new				information so that each new
	element builds on that which	included, but also allows them not to			element builds on that which
	precedes it to create a unified	be.			precedes it to create a unified
	whole; include formatting,				whole; include formatting,
	graphics, and multimedia when				graphics, and multimedia when
	useful for comprehension.				useful for comprehension.
	b. Develop the topic thoroughly by				b. Develop the topic thoroughly by
	selecting the most significant and				selecting the most significant and
	relevant facts, extended				relevant facts, extended
	definitions, concrete details,				definitions, concrete details,
	quotations, or other information				quotations, or other information
	and examples appropriate to the				and examples appropriate to the
	audience's knowledge of the topic.				audience's knowledge of the topic.
	c. Use appropriate and varied				c. Use appropriate and varied
	transitions and syntax to link the				transitions and syntax to link the
	major sections of the text, create				major sections of the text, create
	cohesion, and clarify the				cohesion, and clarify the
	relationships among complex ideas				relationships among complex
	and concepts.				ideas and concepts.
	d. Use precise language, domain-				d. Use precise language, domain-
	specific vocabulary, and rhetorical				specific vocabulary, and rhetorical
	techniques to manage the				techniques to manage the
	complexity of the topic.				complexity of the topic.
	e. Establish and maintain a style				e. Establish and maintain a style
	and tone appropriate to the norms				and tone appropriate to the norms
	and conventions of the discipline in				and conventions of the discipline
	which they are writing.				in which they are writing.
	f Drovide a concluding statement		<u> </u>		 f Drovido a concluding statement

11-12.W.3	Write narratives to develop real or	1. Achieve: Changes in C and D are	no revision		1	Write narratives to develop real or
11-12.00.3		_	IIIO I EVISIOII			imagined experiences or events
	using effective technique,	good and will be clear to educators.				using effective technique,
	well-chosen details, and	Omitting the descriptors in B	The listing of elements			well-chosen details, and
	well-structured event sequences.	weakens the standard, as what	is unnecessary as all			well-structured event sequences.
		makes this standard increasingly	narrative techniques			a. Engage and orient the reader by
		complex and challenging is a	should be utilized at			setting out a problem, situation, or
	observation and its significance,					observation and its significance,
	establishing one or multiple	student's ability to use narrative	the 11-12th level of			establishing one or multiple
	point(s) of view, and introducing a	techniques like dialogue, pacing,	learning.			point(s) of view, and introducing a
	narrator and/or characters; create	reflection (etc.) purposefully in their				narrator and/or characters; create
	a smooth progression of	writing.				a smooth progression of
	experiences or events.					experiences or events.
	b. Use narrative techniques to					b. Use narrative techniques to
	develop experiences, events,					develop experiences, events,
	and/or characters.					and/or characters.
	c. Use a variety of techniques to					c. Use a variety of techniques to
	sequence events so that they build					sequence events so that they build
	on one another to create a					on one another to create a
	coherent whole and particular tone					coherent whole and particular
	and outcome.					tone and outcome.
	d. Use precise words and phrases,					d. Use precise words and phrases,
	relevant descriptive details, and					relevant descriptive details, and
	sensory language to convey a vivid					sensory language to convey a vivid
	picture of the experiences, events,					picture of the experiences, events,
	setting, and/or characters.					setting, and/or characters.
	e. Provide a conclusion that follows					e. Provide a conclusion that
	from and reflects on what is					follows from and reflects on what
	experienced, observed, or resolved					is experienced, observed, or
	over the course of the narrative.					resolved over the course of the
						narrative.
Production and [Distribution of Writing					
	Produce clear and coherent	No comments				Produce clear and coherent
	writing in which the					writing in which the
						•
	development, organization,					development, organization,
	and style are appropriate to					and style are appropriate
	task, purpose, and					to task, purpose, and
	audience. (Grade-specific					audience. (Grade-specific
	expectations for writing					expectations for writing
	types are defined in					-
						types are defined in
	standards 1–3 above.)					standards 1–3 above.)
I	1					
				I		

11-12.W.5	Develop and strengthen	No comments			l	Develop and strengthen
11-12.00.5	_	No comments				
	writing as needed by					writing as needed by
	planning, revising, editing,					planning, revising, editing,
	rewriting, or trying a new					rewriting, or trying a new
	approach, focusing on					approach, focusing on
	addressing what is most					addressing what is most
	significant for a specific					significant for a specific
	purpose and audience.					purpose and audience.
	(Editing for conventions					(Editing for conventions
	should demonstrate					should demonstrate
	command of Language					command of Language
	standards 1–3 up to and					standards 1–3 up to and
	including grades 11-12.)					including grades 11–12.)
11-12.W.6	Use technology, including	No comments				Use technology, including
	the internet, to produce,					the internet, to produce,
	publish, and update					publish, and update
	individual or shared writing					individual or shared writing
	products in response to					products in response to
	ongoing feedback, including					ongoing feedback,
	new arguments or					including new arguments
	information.					or information.
Research to B	I uild and Present Knowledge					
11-12.W.7	Conduct short as well as	No comments				Conduct short as well as
	more sustained research					more sustained research
	projects to answer a					projects to answer a
	question (including a					question (including a
	self-generated question) or					self-generated question) or
	solve a problem; narrow or					solve a problem; narrow or
	broaden the inquiry when					broaden the inquiry when
	appropriate; synthesize					appropriate; synthesize
	multiple sources on the					multiple sources on the
	subject, demonstrating					subject, demonstrating
	understanding of the					understanding of the
	subject under investigation.					subject under investigation.
	i		1		I	i

11-12.W.8	Gather relevant information	No comments			Gather relevant
11-12.00.8	from multiple authoritative	INO COMMENTS			information from multiple
	•				•
	print and digital sources,				authoritative print and
	using advanced searches				digital sources, using
	effectively; assess the				advanced searches
	strengths and limitations of				effectively; assess the
	each source in terms of the				strengths and limitations of
	task, purpose, and				each source in terms of the
	audience; integrate				task, purpose, and
	information into the text				audience; integrate
	selectively to maintain the				information into the text
	flow of ideas, avoiding				selectively to maintain the
	plagiarism and overreliance				flow of ideas, avoiding
	on any one source and				plagiarism and overreliance
	following a standard format				on any one source and
	for citation.				following a standard
					format for citation.
11-12.W.9	Draw evidence from literary	1. Achieve: The clarity has been	no revision needed		Draw evidence from
	or informational texts to	strengthened here. This focuses the			literary or informational
	support analysis, reflection,	student to return to the reading	They agree.		texts to support analysis,
	and research.	standards in support of his/her			reflection, and research.
	a. Apply grades 11-12	writing without the language being			a. Apply grades 11-12
	Reading standards to	overly burdensome for teachers.			Reading standards to
	literature.	Essentially, students are executing			literature.
		the same process, but the wording			b. Apply grades 11-12
		here is much cleaner.			Reading standards to
	informational and				informational and
	nonfiction text.				nonfiction text.
Range of Writin	ng				
11-12.W.10	Write routinely over	No comments			Write routinely over
	extended time frames (time				extended time frames
Speaking and Li	istening Standards				
Comprehension					

		1			
11-12.SL.1	Initiate and participate effectively	No comments			Initiate and participate effectively
	in a range of collaborative				in a range of collaborative
	discussions (one-on- one, in				discussions (one-on- one, in
	groups, and teacher-led) with				groups, and teacher-led) with
	diverse partners on grades 11–12				diverse partners on grades 11–12
	topics, texts, and issues, building				topics, texts, and issues, building
	on others' ideas and expressing				on others' ideas and expressing
	their own clearly and persuasively.				their own clearly and persuasively.
	a. Come to discussions prepared				a. Come to discussions prepared
	having read and researched				having read and researched
	material under study; explicitly				material under study; explicitly
	draw on that preparation by				draw on that preparation by
	referring to evidence from texts				referring to evidence from texts
	and other research on the topic or				and other research on the topic or
	issue to stimulate a thoughtful,				issue to stimulate a thoughtful,
	well- reasoned exchange of ideas.				well- reasoned exchange of ideas.
	b. Work with peers to promote				b. Work with peers to promote
	civil, democratic discussions and				civil, democratic discussions and
	decision-making, set clear goals				decision-making, set clear goals
	and deadlines, and establish				and deadlines, and establish
	individual roles as needed.				individual roles as needed.
	c. Propel conversations by posing				c. Propel conversations by posing
	and responding to questions that				and responding to questions that
	probe reasoning and evidence;				probe reasoning and evidence;
	_				ensure a hearing for a full range of
	ensure a hearing for a full range of				•
	positions on a topic or issue; clarify,	'			positions on a topic or issue;
	verify, or challenge ideas and				clarify, verify, or challenge ideas
	conclusions; and promote				and conclusions; and promote
	divergent and creative				divergent and creative
	perspectives.				perspectives.
	d. Respond thoughtfully to diverse				d. Respond thoughtfully to diverse
	perspectives; synthesize				perspectives; synthesize
	comments, claims, and evidence				comments, claims, and evidence
	made on all sides of an issue;				made on all sides of an issue;
	resolve contradictions when				resolve contradictions when
	possible; and determine what				possible; and determine what
14 12 61 2	additional information or research	4 4 1 2 2 2 2 2			additional information or research
11-12.SL.2	Integrate multiple sources	1. Achieve: The omission of examples	no revision		Integrate multiple sources
	of information presented in	is fine; the addition of "while" makes			of information presented in
	diverse media and formats	it seem like both parts of the			diverse media and formats
	in order to make informed	standard are hannening			in order to make informed
	decisions and propose	simultaneously and they may not be.			decisions and propose
	solutions, while evaluating				solutions, while evaluating
	the credibility and accuracy				the credibility and accuracy
	of each source and noting				of each source and noting
	any discrepancies.				any discrepancies.

11-12.SL.3	of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	No comments			Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
11-12.SL.4	Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.	1. Achieve: This adds clarity for teachers. 2. 1. Dr. Stotsky - Few speaking standards can be found in this strand. Standards eliciting talk were chiefly for discussion purposes. I strongly recommend inserting standards on the development of children's speaking skills. For example, in grade 1, one could expect all students to explain orally personally interests, tell stories, or recite poems, speaking clearly with adequate volume and keeping eye contact with the audience. By grade 12, all students should be able to critique a formal speech given by a member of the local community at a public meeting using a professional scoring guide (e.g., a guide for Toastmasters International contests). The Speech Communication Association had a useful set of standards for K-12. There are others also worth looking at. http://files.eric.ed.gov/fulltext/ED395353.pdf	1. Achieve: No revision needed, as they agree with the changes. 2. Dr. Stotsky: The Working Group reviewed Dr. Stotsky's suggestion and found that the current form of the Speaking & Listening standards address the heart of her concerns about presentation skills and evaluating presentations by speakers, with the exception of grades 9-12. (Also, the standards that she refenences are no longer used by the National Communication Association (see note)). The Working Group believes that "speaking clearly" is covered in Standard 1 when grades 3-12 asks students to express their ideas "clearly." This is also covered in Standard #4 when grade 2 says, "speaking audibly", grades 3-5 says, "speak clearly at a understandable pace", and grades 6-8 says, "use appropriate eye contanct, adequate volume, and clear pronunciation."		Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives; use appropriate eye contact, adequate volume, and clear pronunciation.
11-12.SL.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence.	1. Achieve: This is a close match to the 2010 standard.	Record on Dr. Statelau's		Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	No comments		Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
Language Standards			
the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as	1. Achieve: This is a close match to the 2010 standard. 2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added.	2. In reflection of Dr. Stotky's comments, two standards relating to dictionary skills have been added to the Writing Foundations sub-strand. Additionally, Beginning in 2nd grade, there are 13 standards (1-2 per grade level) that address the use of dictionaries for reference in regards to spelling, word origins, definitions, pronounciation, and parts of speech. *Dictionary standards in the 2016 draft: 1. 2.L.2.e 2. 2.L.4.e 3. 3.L.2.g 4. 3.L.4.d 5. 4.L.4.c 6. 5.L.4.c 7. 6.L.4.c 10. 7.L.4.d 11. 8.L.4.c 12. 8.L.4.d 13. 9-10.L.4.c 14. 9-10.L.4.d 15. 11-12.L.1.b 16. 11-12.L.4.d 18. 3.WF.3.c 19. 3.WF.3.d	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.

11-12.L.2	the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Use correct spelling.	1. Achieve: This is a close match to the 2010 standard.			Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use hyphenation conventions. b. Use correct spelling.
Knowledge of					
11-12.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.				Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Ac	equisition and Use				

11-12.L.4	Determine or clarify the	1. Dr. Stotsky: At every grade level, students	1 Standard should read:	1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards	I	Determine or clarify the
11-12.L.4	1		Determine or clarify the	Development Committee at the 11/30/16 meeting, the indicator for context		meaning of unknown and
	meaning of unknown and	to determine the meaning of unfamiliar	meaning of unknown and	clues will be moved from the first strategy to a placement that better		multiple-meaning words and
	multiple-meaning words	words. The first strategy always	multiple-meaning words	indicates that it is one strategy, not the primary strategy, for determining the		phrases based on grades 11–12
	and phrases based on	recommended is to "use context clues." Not		meaning of an unknown word. Additionally, the parenthetical reference to		reading and content, choosing
	grades 11–12 reading and	only should this pedagogical strategy be		using context in indicator "d" will be removed so that there is not duplication		flexibly from a range of
	content, choosing flexibly	, , , , , , , , , , , , , , , , , , , ,	grades 11-12 reading and	within the standard and to align vertically with the 11-12th grade, which		
	<u> </u>	stricken from this document, it should not	content, choosing flexibly	removed the parenthetical reference alltogether.		strategies.
	from a range of strategies.	be taught in education methods courses.	from a range of strategies.	·		a. Identify and correctly use
	a. Use context as a clue to	There is NO body of research to support it,	a. Identify and correctly	The indicator is not being removed completely because, according to Hibbard		patterns of word changes that
	the meaning of a word or	and it doesn't make sense. Nor id the	use patterns of word	(2009), context clue instruction was found to improve students' word		indicate different meanings or
	phrase.		changes that indicate	learning strategies. Students that received six weeks of explicit instruction in		parts of speech (e.g. conceive,
	b. Identify and correctly use	_ ·	different meanings or	context clues were more able to effectively determine the meaning of		conception, conceivable).
		writing, one usually does not find "clues" to		unknown words than students that did not receive the instruction (Jensen,		b. Use context (e.g., the overall
	patterns of word changes	the meaning of an unfamiliar word. Strong	conceive, conception,	2009). A multitude of words require specified syntactic and semantic		meaning of a sentence,
	that indicate different	reading, writing, and speaking vocabularies	conceivable).	contexts to assist learners to determine their meanings (Chilton & Ehri,		paragraph, or text; a word's
	meanings or parts of	are developed in other ways.	b. Use context (e.g., the	2015). According to research found in Appendix A (vocabulary instructional		position or function in a
	speech.		overall meaning of a	methods 4-33) of the National Reading Panel (1999), students used context		sentence) as a clue to the
	c. Consult general and	2. Dr. Stotsky - As for omissions, I am	sentence, paragraph, or	clues embedded in paragraphs to help them learn meanings of unknown		meaning of a word or phrase.
		surprised to see no specific dictionary skills	text; a word's position or	words. In contextual analysis, context clues are primarily used before		c. Consult general and
	1 '	expected of elementary students. In pre-	function in a sentence) as	reviewing words and definitions (NRP, 1999). This order and progression of		specialized reference materials
	materials, both print and	Common Core Massachusetts standards,	a clue to the meaning of a	word learning strategies in Appendix A of the National Reading Panel also		(e.g., dictionaries, glossaries,
	digital, to find the	dictionary skills were to be taught in all	word or phrase.	supports the progression of using contextual analysis, then word analysis		thesauruses), both print and
	pronunciation of a word or	elementary grades and were assessed on	c. Consult general and	(root words and prefixes) and then reference materials as found in Language		digital, to find the pronunciation
	determine or clarify its	state tests for many years. Standards for	specialized reference	Standard 4 subcategories a through d. Research supports the presence of the		of a word or determine or clarify
	precise meaning, its part of	dictionary skills should be added.	materials (e.g.,	indicator calling for the use of context as one clue to help determine the		its precise meaning, its part of
			dictionaries, glossaries,	meaning of an unfamiliar word.		speech, its etymology, or its
	speech, its etymology, or its	3. Achieve: This is a close match to the 2010		The ELA standards are intended as an integrated model that addresses		standard usage.
	standard usage.	standard.	and digital, to find the	unknown words in the reading foundational standards (Standard 4),		d. Verify the preliminary
	d. Verify the preliminary	Standard.	pronunciation of a word or	informational and literary standards (Standard 4), as well as the language		determination of the meaning of
	determination of the		determine or clarify its	standards (Standard 4). Through this integrated model, the use of context		a word or phrase.
	meaning of a word or			clues is necessary for the end goal of comprehension, inference, and deeper		a word or private.
	_		precise meaning, its part of speech, its etymology,	analysis. If removed, this will disrupt the horizontal and vertical alignment, as		
	phrase.		or its standard usage.	well as the intended progression of the ELA standards. Its removal would		
			_	also remove focus on a key strategy employed by all readers to determine		
			d. Verify the preliminary determination of the	the meaning of unfamiliar words.		
11-12.L.5	Demonstrate understanding	No comments	derermination of the			Demonstrate
	of figurative language, word					understanding of figurative
	relationships, and nuances					language, word
	in word meanings.					relationships, and nuances
	a. Interpret figures of					in word meanings.
	speech (e.g., hyperbole,					a. Interpret figures of
	paradox) in context and					speech (e.g., hyperbole,
	analyze their role in the					paradox) in context and
	· ·					
	text.					analyze their role in the
	b. Analyze nuances in the					text.
	meaning of words with					b. Analyze nuances in the
	similar denotations.					meaning of words with
						similar denotations.
						Similar deflocations.
	1					
-				•	•	•

11-12.L.6	Acquire and use accurately	No comments			Acquire and use accurately
	general academic and				general academic and
	domain-specific words and				domain-specific words and
	phrases, sufficient for				phrases, sufficient for
	reading, writing, speaking,				reading, writing, speaking,
	and listening at the college				and listening at the college
	and career readiness level;				and career readiness level;
	demonstrate independence				demonstrate independence
	in gathering vocabulary				in gathering vocabulary
	knowledge when				knowledge when
	considering a word or				considering a word or
	phrase important to				phrase important to
	comprehension or				comprehension or
	expression.				expression.

Technical Review - Overarching K-12 Topics

Technical Review Comment	Topic
1. Dr. Abercrombie: The definition of manuscript letters might be added for clarification.	Glossary - Needed Definition
1. Achieve: The glossary that accompanies the draft ELA 16 standards is meant to add clarity but too often contains definitions that need more precision and clarity.	Glossary
Arizona should consult several research-based and academic publications when revising the glossary to ensure definitions are accurate, clear, and concise.	
1. Elizabeth Pope	Defining "proficiently"
It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like.	and "independently".
1. Elizabeth Pope	ELA Introduction
A. The introduction does a good job clearly defining some key details and differences that should aid in reading, understanding and implementing the ELA standards. Detailed information such as the delineation between the standards and the curriculum and instructional methods that may be employed to help students reach the standards by the end of the year seem like important and useful definitions. It may be helpful to use a consistent set of terminology or abbreviations throughout the introduction so that readers can easily connect information from one section to the next as well as become more familiar with the language and structure of the standards. For example, when explaining the progression of expectations related to reading increasingly complex texts on page 3, the second sentence begins with "Standard 10" in reference to the Reading Anchor Standard (R.10). It may be helpful to refer to this as "Anchor Standard 10" and include the abbreviated form (R.10) so that readers can easily understand that this is the "standard 10" being discussed. The same suggesting applies to page 4 when discussing "Standard 9" in writing.	
B. The detailed information about the structure of the standards on pages 6 and 7 is mostly clear and helpful. In the diagram "How to Read the Arizona English Language Arts Standards" it may be helpful to provide a brief explanation or list of strands and clusters. It may not be clear to those who are unfamiliar with this language how an Anchor Standard is different from a Strand or that a Cluster is sort of a sub-category within and Strand. Clarifying the language of the ELA and Math standards seems especially since it is a different format and different language than the "Concept, Strand, and PO" used in the Social Studies, Science, etc. standards.	
C. Aside from defining Anchor Standard, Strand, Cluster, and Standard it may also be helpful to somehow link this to the language used in the older/other standards that still use the Concept, Strand, PO language. This may be outside the scope of the ELA Standards revision project but I know that it is something some pre- service teachers and new teachers find confusing and difficult.	

1. Elizabeth Pope The progression of skills related to writing flows logically from one grade level to the next with slight increases in the complexity of skills expected of students. The main focus seems to be to introduce students to various types of writing as well as the editing and research processes. There is no mention of the planning phase of writing in these grade levels though. It seems as though planning ideas, details, facts, etc. would be a key component in learning how to write for differing purposes. Including a standard that addresses the use of planning strategies/skills would likely be helpful for students since they are being asked to compose different types of texts with very specific elements such as introductions and concluding statements.	Writing: Standards Related to Planning
1. Dr. Stotsky: In grades K to 5, teachers are to have students write opinion pieces This curriculum mandate should be removed in all these grades. Opinion pieces are bad practice for young students and are not the source of persuasive writing or academic argument in higher grades. Experience-based and imaginative compositions, as well as informational writing, are all that is needed in K-6 to develop skill with paragraphing, topic sentences, sentence structure, and writing conventions. If persuasive writing is to be developed in elementary writing curricula, its two major rhetorical features (purpose and audience) should be the focus of the writing assignments.	K-5 Opinion Writing
1. Dr. Stotsky - I recommend that the Superintendent of Public Instruction require, for every reading standard, three different sample titles, each with author and date of publication given, one of which should be above grade level, a second on grade level, and a third below grade level, so that teachers see a range of possibilities and expectations from grade to grade. These sample titles should be accompanied by a clear warning to test developers and teachers that none of these titles are to be used for test items. Three such examples for each reading standard would also mean that a one-size-for-all curriculum could not be dictated by professional development providers or department of education staff. Teachers should be able to choose whatever reading levels and types of selections make sense for their students, drawing on the range of possibilities suggested for a grade.	K12 Book Selections

1. Dr. Stotsky - Most parents and others probably want students, when they become of age, to be willing to pay taxes to K12 Reading Standards their local, state, and national communities, serve on juries, and vote in local, state, and national elections. ELA standards should help students in Arizona's public schools to identify themselves as Arizona citizens and inform Arizona teachers who don't know what recognized writers were born in or wrote about Arizona (e.g., Zane Grey) or what political leaders (e.g., Barry Goldwater), military heroes (e.g., Ira Hayes) or other Arizonans were recognized for their achievements. In providing at least three examples of what students could read about Arizona or recognized Arizonans, the standards would prevent efforts by the federal government or others to dictate the same curriculum for all students. At least two reading standards should be added at all grade levels: one to the literature standards, and the other to the "informational" standards. For the Literature standards, add: "Students read several literary texts written by recognized authors who were born in or wrote about Arizona (e.g., Zane Grey and two others)." For the Informational standards, add: "Students read several informational texts about recognized and accomplished individuals (artists, scientists, military leaders, or politicians) who were born in or lived in Arizona and about important events or physical phenomena in Arizona's history or geography (e.g., Ira Hayes, Barry Goldwater, others)." 1. Dr. Stotsky - There must be many high school English teachers in Arizona who were not on the review committee but K12 Standards who write better English prose than one finds in the many Common Core standards that were simply copied by the review committee for this draft. The reason so many were copied word for word from the 2010 standards, one suspects, was that their meaning wasn't clear enough for paraphrasing, and committee members may have decided to leave their interpretation to a test developer. For example, the two standards below are copied word for word from the 2010 standards, contain too many parts, and are poorly written: "9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text." "9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text." Recommendations: I strongly recommend that Superintendent Douglas and Governor Ducey invite a group of editors of Arizona newspapers and/or other media publications to revise and rewrite the draft ELA standards that do not meet their own standards for clear and well-written English prose. At the same time, they should be encouraged to make the contentpoor secondary standards content-rich, either by adding examples of titles to clarify the level of academic demand or by indicating the seminal political documents English teachers should teach in Arizona's public schools, for their literary and cultural significance (e.g., the Declaration of Independence, Gettysburg Address, Preamble to the Constitution). They were removed from the 2010 standards the workgroup copied. For unclear reasons, it seems to have thought that Arizona's students should not have a common understanding of their own civic culture.



1. Dr. Stotsky - If it is not possible to find a group of Arizona newspaper editors to rewrite the poorly written English language arts standards, then I suggest that Superintendent Douglas and Governor Ducey re-adopt all of the 2003 Arizona standards literature standards in place of those in this draft document. Overall, they were quite good. For example, in grade 11, students are to read "works of American literature that reflect our major literary periods and traditions." As the Thomas B. Fordham reviewer noted in a 2010 review comparing state standards with Common Core's: 'Arizona treats literary and nonliterary texts distinctly and thoroughly and in more detail than the Common Core.'

Return to 2004

Revision Decision	Notes
Definitions for both manuscript and cursive were added to the ELA Glossary.	
Each definition in the ELA Glossary was reviewed and revised. Several definitions were updated, added, or removed. Sources	
for the definition are provided in the bibliography for the Arizona ELA Standards.	
What it means to read "proficiently and independently" has been added to the Text Complexity section of the ELA Glossary.	
what it means to read proficiently and independently has been added to the rext complexity section of the ELA Glossary.	
The ELA Introduction was updated to reflect the suggested changes. In particular, the terms "Strand" and "Cluster" are now	
defined in the graphic that details how to read the ELA Standards.	

Standard W.5 addresses the need to "develop and strengthen writing as needed by planning, revising, editing, rewriting, or crying a new approach", so no revision is necessary.	
a new approach, so no revision is necessary.	
Students build the skills when writing opinion pieces that progress towards taking a stance and supporting it with evidence.	
The standard requires a student to form an opinion, which is similar to the stance the student will take in asserting a claim in	
argumentative writing. The student must then support that opinion/stance with direct evidence. This is the same process that	
the student will use when building arguments in grades 6-12. There is a clear progression that builds through opinion writing in K-5 and argumentative writing in 6-12. In its research, the Working Group found that research institutes, such as the	
Reading and Writing Project at Columbia University, and researchers, such as Steve Graham from ASU, support the inclusion	
of opinion writing as a progression to argumentative writing in later grades.	
Dr. Stotsky's call for a focus on purpose and audience is reflected in Writing standard 4 at each grade level. The Anchor	
standard for W.4 states, "Produce clear and coherent writing in which the development, organization, and style are	
appropriate to task, purpose, and audience." A grade-level appropriate version of this standard is included at each grade evel.	
The Work Group believes that this is a curricular issue, which is determined at the local level. Specific book suggestions are pest made by the LEA's and their teachers, as they best know the needs of the communities. The view of the Work Group	
alignes with ARS. 15-341, which gives local LEAs control over curricular decisions. Additionally, this type of book list was	
present in the 2010 standards and was often misinterpreted as a required reading list, which is why Arizona removed it from	
ts standards. Finally, the Work Group cannot control what texts test developers do and do not use on their assessments, as	
this is out of their purview.	

The workgroup believes this is a curriculum and instruction issue best left to the local level. Specific author suggestions are	
pest made by the LEA's and their teachers, as they best know the needs of the communities. The view of the Work Group	
aligns with ARS. 15-341, which gives local LEAs control over curricular decisions.	
Additionally, Arizona history and civics are covered in the American History (Strand 1), Civics/Government (Strand 3), and	
Geography (Strand 4) strands of Arizona's Social Studies standards .	
3. sp , (caraca - , caraca - ,	
The Arizona ELA Working Group was made up of over 110 Arizona educators, who donated over 6,000 hours of their time to	
eview and revise the Arizona ELA Standards. The educators on the Working Group used their many years of educational	
expertise, as well as over 6,000 public comments, to determine if each standard (K-12) was clear, developmentally	
appropriate, measureable rigorous, and in a clear progression. The educators on the Working Group are classroom teachers	
who will use these revised standards to teach Arizona students, so they were keenly aware of the need for clarity.	
Additionally, the draft produced by the Working Group was sent to five technical reviewers selected by the State Board of	
Education. While they had specific comments on standards in need of refinement, Dr. Abercrombie, Dr. Boreen, Dr. Pope,	
and Achieve all found, overall, that the draft produced by the Working Group was clear, appropriate, and best for students.	
Newspaper editors have training in journalism, not education. It is the belief of the Working Group that, due to their	
extensive education, training, and knowledge of Arizona students, Arizona educators are most qualified to review, revise,	
and refine the academic standards based on the task, purpose, and audience for which they are designed.	
and refine the dedderine standards based on the task, parpose, and addictive for which they are designed.	
t was determined by over 110 Arizona educators reviewing the standards that RI.1, which calls for the ability to make	
nferences in text, is a valuable skill for students to possess. The concise nature of the skill set progression to 9-10.RI.1 allows	
or instruction to be scaffolded for student success. The 110 plus Arizona educators decided during multiple reviews that the	
standard was appropriate as written. Additionally, 9-10.Rl.2. contains skills that appropriately prepare students to read and	
analzye complex informational texts for central ideas, key details, and key structures.	
Both standard 9-10.RI.9 and 11-12.RI.9 state that educators will teach students to analyze "seminal/primary" and	
foundational U.S. and world" documents. Per ARS 15-341, specific curricular decisions are determined by the local education	
gency and, thus, prescribing certain documents limits local curricular decision making.	

The Governor's executive order asked for Arizona educators to review, vet, and revise the standards to be best for Arizona students. The working groups carefully reviewed every standard multiple times and used research, public feedback, and its own extensive expertise to make needed improvements. Over 200 educators from 10 counties donated over 6,000 hours of time to create ELA and Math standards that best fit the needs of Arizona students.

*Link to the full Fordham report cited by Dr. Stotsky: http://edexcellencemedia.net/publications/2010/201007_state_education_standards_common_st and ards/Arizona.pdf